



Starting Secondary School

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2027

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Map of secondary schools in Waltham Forest



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Introduction

If your child is currently in year 6 at a junior or primary school and lives in Waltham Forest you will need to apply for a secondary school place for them for **September 2027**.

If your child has an Education, Health and Care Plan (EHCP) you must contact the Waltham Forest SEND Service on 020 8496 6503. They consider these applications separately from the process outlined in this brochure. For more information see page 51 in section 5 of this brochure.

If you live outside Waltham Forest, you will need to apply to the local authority in which you live.

If you have any questions, you can contact the School Admissions Service on:

- walthamforest.gov.uk
- admissions@walthamforest.gov.uk
- 020 8496 3000



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Applying for a school place for September 2027

Dear parent or carer,

We are delighted that you are considering a Waltham Forest school for your child.

We all want the best for our children, and selecting the right secondary school is an important decision.

A positive school experience can be transformational. It is our job to make sure all our young people benefit from that positive experience. Waltham Forest Council is committed to ensuring that we provide good quality education for all young people in the borough.

We benefit from having several high performing secondary schools right across the borough. We are committed to ensuring the highest quality learning experiences for all our children and young people, and that they will be healthy and safe in all settings.

In Waltham Forest, we are passionate that all of our children and young people will:

- Be challenged to achieve the very best outcomes and be stimulated to develop their creativity and critical thinking.
- Be empowered to continue learning throughout their lives, and in particular be ready for adulthood.
- Develop the skills to navigate society, with a strong sense of their emotional wellbeing, and the support available.
- Have an understanding of the political, economic and technological developments that will shape their world, characterised by their sense of social and environmental responsibility.
- Develop the skills which will enable them to participate, influence and shape their futures, accessing opportunities that will support them to flourish.
- Have a strong understanding of and opposition to discrimination and inequality.

We are committed to partnership working to achieve this working with you – our parents – as well as our young people, schools, colleges, business and partners and providers to ensure that we offer our young people an education that prepares them for the future.

We hope this booklet is helpful and makes the application process as easy as possible. We want all children in Waltham Forest to achieve their full potential, to enjoy school and to develop their self-confidence as learners and, ultimately, as active citizens of our borough, who are able to shape and mould their own futures. I hope you will be impressed with the schools you visit and that your child will thrive and be happy at the secondary school they attend.

We wish you and your child every success.

How and when to complete your application

You can make your application anytime between **1 September 2026** and **31 October 2026** and the best way to apply is online at eAdmissions.org.uk.

Last year, 90.2% of applications were made online, and 79.35% of those who applied on time received an offer of their first preference school. The process is easy to follow, quick and secure, and enables you to access other education and school websites.

It also allows you to amend and check your application at any time – and as many times as you need to – before **31 October 2026**. You will also be able to see the result of your application online without having to wait for an offer letter.

Whichever way you would like to apply, please make sure you submit your application by **31 October 2026**. It is very important that you submit your application by this date, otherwise processing your application will be delayed.

Before you make your application

Collect as much information as you can about your preferred schools.

- Look at the map on the inside cover of this booklet to see which are your nearest schools.
- Visit schools – details of open evenings at Waltham Forest schools are on page 7. Please note some open evenings may be virtual.
- Read Ofsted reports at [ofsted.gov.uk](https://www.ofsted.gov.uk) or on the school website.
- Read the prospectus for each school (available from the school).
- Look at the school website.

Many schools are oversubscribed each year, which means they receive more applications than they have places to offer. You need to consider how likely it is that your child will be offered a place at your preferred school.

- Read the admissions criteria for each school, as this will determine how places will be offered.
 - i) The admissions criteria for Waltham Forest community schools are listed on pages 12–13.
 - ii) The criteria for other schools in Waltham Forest are listed on the school pages.
- See how places were allocated last year using the information on page 49.
- Look in Section 3 to see how many places each school has available for September 2027 (Published Admission Number).
- Consider how your child will travel to school.
- Discuss the decision with your child.
- Try not to let others influence your decisions – the right school for your friend's child may not be the right school for your child.

The process outlined above is not applicable if your child has an Education, Health and Care Plan (EHCP). Please see page 51 for more information.

Children being educated outside their normal age group

Waltham Forest's policy is that, in general, children should be educated in their normal age group, with the curriculum differentiated as appropriate, and that they should only be educated out of their normal age group in very limited circumstances.

Parents may seek a place for their child outside of their normal age group, for example, if the child has experienced problems such as ill health.

If parent's wish to apply for a place for their child outside of their normal age group, they should submit their application together with any supporting evidence they wish to be considered in respect of their application to:

✉ **By email:** admissions@walthamforest.gov.uk

✉ **By post:** School Admissions, Waltham Forest Town Hall, Forest Road, London E17 4JF (please note we do not accept applications in person at this address).

If you need advice and assistance with this please call **020 8496 3000** and speak to school admissions.

A decision will be made on the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The views of the head teacher of the school(s) concerned must also be taken into account.

The governing body of schools responsible for their own admissions (academies, voluntary aided, foundation and free schools) are ultimately responsible for making this decision for applications made to their school. The internal management and organisation of a school, including the placement of pupils in classes, is a matter for the Headteacher and senior leadership of individual schools.

There is no guarantee that an application to have your child educated outside of their year group will be accepted. If the application is not accepted this does not constitute a refusal of a school place and there is no right to an independent statutory appeal. Similarly, there is no right of appeal for a place in a specific year group at the school.

When informing a parent/carer of their decision on the year group the child should be admitted to, the LA will set out clearly the reasons for their decision.

If a school is happy to accept an application to educate a child out of year group, this is not a guarantee of a place. It just means the parent can apply along with all other parents for a school place in that academic year. It is important to consider what to do if your application is processed and you do not get offered a place at your preferred school. Currently no school has to agree to educate a child outside of their chronological year group even if it has been agreed at another school.

You must in any event make an application for admission to secondary school in accordance with the process explained regardless of any decision made as to whether it is agreed that your child may be educated outside of their normal age group.

How do I find out where schools are?

You can use the map on the inside front cover of this guide to find out where schools are in Waltham Forest. Alternatively you can use

✉ compare-school-performance.service.gov.uk which allows you to search for schools based on your home postcode.

Which schools can I apply for?

Please note:

Please do not list private schools on your application. If you wish your child to attend a private or independent school, you should apply directly to the school.

Please do not list only one school – your application will not be treated more favourably if you only list one school.

You can apply for any maintained (non-fee paying) school in England either online or on your home authority's paper application form.

Timeline for secondary applications

If your child is currently in year 6 in junior or primary school you will need to apply for a year 7 place for them to start in September 2027. **The deadline for making an on time application is 31 October 2026.**

1	Read this brochure before you apply so you are fully informed before you make your application.
2	Find out all the information you need to know about the schools you are interested in. This should include admissions criteria, which will tell you how the places are offered. This will help you to make your decision about which preferences to list. Waltham Forest Schools are listed on pages 16–46. School open evenings are listed on page 7.
3	Submit your application by 31 October 2026. You can do this by making an online application via eAdmissions.org.uk . You must apply by no later than 11.59pm on the day for your application to be on time. Please do not leave it to the last day to submit your application to ensure it is received in time. Please note if you have not applied online before, you will need to register first. You will then receive a user name and password. Please keep a careful note of these, as you will need these every time you go into your eAdmissions account. Please note that you will receive an application reference number once your application has been submitted online. Please keep this safe.
4	Submit any supplementary information forms by 31 October 2026. Some schools require you to complete a supplementary information form. You should complete and submit the form directly to the school by the closing date. If the schools are outside Waltham Forest, please check with their local authority. You should also submit your proof of address as indicated on page 9 of this brochure by the closing date.
5	National Offer Day is on 1 March 2027. This is the date when we release the outcome of your application. If you apply online you will receive a text in the evening of 1 March 2027. If you apply using a paper application form your letter will be posted on 1 March by first class post. You should receive your letter on 2 March 2027.
6	15 March 2027 – you must accept or decline your offer by this date. If you applied online, you can do this by going into your eAdmissions account. If you applied on paper, you must return the reply slip you receive with your letter.
7	Appeals – If you wish to make an appeal for a community school, you should do so by 31 March 2027. Academies, trust, free and voluntary aided schools have details of how to appeal on their website.
8	7 July 2027 – This is transition day in Waltham Forest. On this date your child will visit their allocated secondary school for the day.



School open evenings

School	Date	Time
Buxton School	Thursday 8 October	5:00pm to 7:30pm
Chingford Foundation School	Thursday 1 October	5:30pm to 8:00pm
Connaught School for Girls	Wednesday 30 September	4:30pm to 7:30pm
Eden Girls School, Waltham Forest	Thursday 8 October	4:30pm to 7:00pm
Frederick Bremer School	Thursday 1 October	5:00pm to 7:30pm
George Mitchell School	Tuesday 6 October	5:30pm to 8:00pm
Heathcote School & Science College	Wednesday 7 October	5:00pm to 7:30pm
Highams Park School	Thursday 8 October	5:00pm to 8:00pm
Holy Family Catholic School and Sixth Form	Wednesday 30 September	6:00pm to 8:00pm
Kelmscott School	Wednesday 23 September	4:30pm to 7:30pm
Leytonstone School	Thursday 1 October	5:00pm to 8:00pm
Norlington School and 6th Form	Saturday 26 September	9:30am to 12:30pm
South Chingford Foundation School	Wednesday 30 September	5:30pm to 8:00pm
Walthamstow Academy	Thursday 8 October	5:00pm to 8:00pm
Walthamstow School for Girls	Thursday 24 September	4:45pm to 7:30pm
Willowfield School	Wednesday 7 October	4:00pm to 8:00pm

When you visit a school, make sure you give yourself enough time to see everything you want to see. There will be a chance to be shown around the school, talk to students and teachers and ask any questions you may have about the school.

A school admissions officer may be in attendance if requested by the school to answer any questions about the application process.



Completing your application form

If you live in Waltham Forest you must complete the Waltham Forest application form. You should list up to six schools which can be located in Waltham Forest or in other local authorities. Do not list fee paying schools, you must apply to them directly.

If you live outside Waltham Forest you will need to apply through the local authority in which you live. The contact details of neighbouring local authorities are in Section 4.

If you list schools outside Waltham Forest, the Waltham Forest School Admissions Service will make sure that the local authority where the school is located is given all the information from your application form.

You must complete either an online application or a paper application form by **31 October 2026**.

Applications from overseas

In most cases, children arriving from overseas have the right to attend schools in England. School Admissions will not refuse to admit a child on the basis of their nationality or immigration status nor remove them from roll on this basis. It is the responsibility of parents to check that they have a right of abode and that their children have a right, under any visa entry conditions, to study at a school. Having right of abode means you are allowed to live or work in the UK without any immigration restrictions, which means:

- You will not need a visa to come to the UK.
- There is no limit on the length of time you can spend in the country.

If you are moving to the UK, you must check that you have a right of abode or that the conditions of your immigration status otherwise permit you to access a state-funded school. You can prove you have right of abode if you have a UK passport describing you as a British citizen or British subject with right of abode. Otherwise you need to apply for a certificate of entitlement. For more information please visit [gov.uk/right-of-abode/apply-for-a-certificate-of-entitlement](https://www.gov.uk/right-of-abode/apply-for-a-certificate-of-entitlement).

We will consider accepting applications from children whose family can evidence intent to return to and/or permanently reside in Waltham Forest prior to the start of the new academic year. These applications, if accepted, will be processed from the overseas address until sufficient evidence is received to show the child is permanently resident in Waltham Forest. Evidence must be submitted at the time of application. Evidence submitted after the date for late applications (7 December 2026) cannot be taken into account before National Allocation Day. If an applicant owns a property in Waltham Forest but is not living in it, perhaps because they are working abroad at the time of application, the Waltham Forest address will not be accepted for the purposes of admission until the child is resident at that address.

After allocation, if you take your child abroad, even with the intention of bringing them back to start in September, you must inform School Admissions. If you fail to do this, and it is brought to our attention that the child has gone abroad, any place offered may be withdrawn.

Children of UK service personnel and crown servants

For families of service personnel with a confirmed posting, or crown servants returning from overseas, please ensure your application is accompanied by an official letter that declares a relocation date. This should state your intended address in Waltham Forest.

If we are provided with evidence of your intended address, this is the address we will apply the schools' oversubscription criteria to when processing your application.

If you do not have a fixed address to return to when you are making your application, you can use a Unit or quartering address as the child's home address which will be used when considering the application against the oversubscription criteria of your preferred schools.

Apply online

You can apply online at [eAdmissions.org.uk](https://www.eAdmissions.org.uk)

Applying online for a school place is quick and easy. Download the eAdmissions guide from [walthamforest.gov.uk/content/applying-secondary-school-place](https://www.walthamforest.gov.uk/content/applying-secondary-school-place). This will help you to start your child's online application.

After you have submitted your application, you will receive an email confirming details of your online application. The email will list an application reference number. If you do not receive a number it means your application was not submitted successfully and you must login and select the 'submit application' button again. You can make changes to your online application until the closing date, but for your most recent changes to be recorded you will need to press the 'resubmit application' button. Once you have submitted your application, please upload your evidence documents in a PDF format. This includes evidence of looked after, previously looked after, medical, social, or crown servant. If you do not supply us with supporting evidence, we will not be able to take it into consideration in support of your application.

If you submit your application by the closing date you will be sent the outcome of your application during the evening of the **1 March 2027**.

You should respond within 14 days. There are 2 ways to do this:

- Use the reply button in the email that you will receive during the evening. It will take you to the eAdmissions website, log in and respond.
- Return to [eAdmissions.org.uk](https://www.eAdmissions.org.uk), log in and select view outcome and respond.

If you are unable to apply online, you can download a paper application form from [walthamforest.gov.uk](https://www.walthamforest.gov.uk) or contact us to send you one.

If you live in Waltham Forest and your child attends a primary school in another local authority you must apply to Waltham Forest.

If you have completed a paper application form you will not be able to check your application online. We will post your offer by first class post on **1 March 2027**.

Please note:

If you apply online please do not submit a paper form as well.

Supplementary Information Forms (SIFs)

Holy Family Catholic School and Sixth Form, Highams Park School and Chingford Foundation School require extra information which we do not collect on the Waltham Forest application form. The form is available from the schools' website and should be completed and returned to the school by the closing date.

If you are applying for a school outside of Waltham Forest you will need to check with that local authority to find out if you need to complete a SIF.

Filling in your form

We may undertake checks to verify any information provided on your application form. We may ask for **copy documents** but reserve the right to ask to see originals at any stage in the process plus additional documents if required. If false or misleading information is provided then we have the right to:

- Withdraw an offer of a school place; or
- If an offer has not been made, process the application with the correct information as a late application.

Your child's details

Name and date of birth – please give your child's name and date of birth exactly as it appears on their birth certificate.

Address – the address you provide must be your child's home address where they are living on the closing date of 31 October 2026. This must not be an address of another family member or another adult who looks after your child and does not have parental responsibility for your child.

- We will not accept a business address or a second home as a 'normal permanent place of residence'.
- We will not accept temporary addresses, if for example, your permanent home is undergoing building works or because you are having domestic difficulties.

Parental responsibility

You are advised to seek to reach agreement with any other person who may submit an application for your child such as another parent. If one parent has parental responsibility (as evidenced by documentation) that parent's application is the one that will be accepted. If parents are separated and both have parental responsibility, then they must determine between them who will make the application and if they cannot agree then either parent may seek to have that determined by a Court. In the event of a dispute between parents who do not have this matter resolved by the Court we will accept the application by the parent with whom the child resides the majority of the school week and where that is equal we will determine whose application is progressed with reference to the parent who is in receipt of Child Benefit, and if no one is in receipt of child benefit then we will consider all of the circumstances and make a determination as to the application which will be accepted and provide our reasons for doing so. This will ensure the child has an active application for a school place.

Where a child lives with each of their separated parents for different parts of the week, we will consider the child's home address on any application to be where the child sleeps for most of the school week. The allocation of school places is determined in accordance with the Admissions Policy and where the criteria of distance is used this will be determined by reference to the child's 'home address' which is determined with reference to where they reside the majority of the time. Where this is an equal time this will be determined by reference to the parent who is in receipt of child benefit.

In the event that the recipient of child benefit is clearly not a main carer of the child or no child benefit is received, we will consider all of the circumstances and make a determination as to the 'home' address which will be used.

You will not be able to change to the other parent's address mid-year unless the current arrangements as set out in any Court Order have changed. You must also provide a copy of any custody or residence order.

We check that the address you give is where you and your child are living to prevent fraudulent applications.

Please note:

If you provide a temporary address, we will only accept it if the tenancy agreement is for longer than 12 months.

Your details

Please provide the details of one parent or carer and your contact details. Please ensure you include your daytime and mobile numbers and your email address as we may need to contact you. It is important that you keep admissions updated of any changes to your telephone numbers and email address so that our records are up to date.

What documents do I need to provide?

We check evidence submitted to prevent fraudulent applications. Information supplied during the application process may be shared with other departments and organisations for the prevention and detection of crime.

You will need to provide **copies of documents** that provide evidence of:

- Your home address** (for example a central/local government letter* such as housing benefit, current council tax or NHS letter, or a recent utility bill or bank statement**, driving licence)
- Your child's date of birth** (for example a birth certificate)
- Your child's home address** which should be the same as your home address (for example a central/local government letter* such as child benefit, child tax credit or housing benefit, an appointment letter with a professional (e.g. Doctor, dentist, hospital), or a bank statement in the child's name**). You can submit an official document or letter with your child's name and address.

These examples are not an exhaustive list.

If you have moved within the last 6 months, please also provide evidence of a closing of council tax account from your previous address.

We reserve the right to request further evidence if required.

* This must be dated within the last 12 months.

** This must be dated within the last 3 months.

If you apply online you should scan and attach the above documents to your application once you have submitted it. You will receive an email confirming receipt of each document. If you applied on a paper form, you must send **photocopies** of your documents with your application.

If you have problems attaching your scanned documents, please email us at admissions@walthamforest.gov.uk.

Additional evidence required for specific criteria

If you are applying under any of the following criteria please refer to pages 12–13 for details of the additional evidence required:

- Looked after child or previously looked after
- Medical/social or child 'at risk'
- School staff child

Please note:

If you do not provide these documents, we may not send you an offer letter on 1 March 2027. If you applied online you may not receive an email on 1 March 2027 and you will not be able to check the results of your application online.

Fraudulent applications

The London Borough of Waltham Forest takes very seriously any attempt to gain an advantage in the admissions process by giving false information.

It is really important that the admissions system is fair for everybody. Nobody should be allowed to cheat by using a friend or relative's address, a business address or by temporarily renting a property near to a popular school. Each year a number of parents try to get a school place by providing false information, which could result in them taking a place that should have gone to another child.

The Local Authority will investigate all instances where a parent is thought to have provided false or misleading information in order to gain admission to a school. Your address will be checked by reference to various records and, if necessary, by a council officer visiting your address.

The local authority will investigate applications where there are any doubts about information provided by parents or where information has been received from another source. This may lead to prosecution. Likewise, if you enlist the assistance of another in making a false application, both you and the other may be prosecuted.

A false application may, *in addition to prosecution*, lead to the withdrawal of your child's place in the school applied for, even if the child has already started school.

In addition, a sibling link will be withdrawn for any future siblings of any child who has started at a school and it is subsequently found that they have gained a place on the basis of a fraudulent application.

Moving house

You must provide the address on your application form where your child is living on **31 October 2026**. Please note that we will not be able to consider an address that you are **in the process of moving to**, until you have moved into the property.

- If you move house after **31 October 2026**, please let us know immediately.
- If we receive the required **proof of your new address by 12 noon on 7 December 2026** and you are in residence; we will be able to use your new address to measure your **home to school distances**. You must provide proof of your new home address with documentation as listed on page 9.
- If we receive the information after **12 noon on 7 December 2026** we will ensure that your offer letter is sent to your new address but we will not be able to use this for the purposes of allocation.
- If your new address **is outside Waltham Forest** you must also inform the admissions team in the local authority for your new area.

Guardianship

Guardianship only applies if the relatives can prove that they have full responsibility for the child and that the normal, permanent residence is not the parent's address.

If the child lives with the relatives on a full-time basis, both during the week and at weekend, this is more likely to be accepted as a formal arrangement.

There must be proof that the relatives care for the child on a full-time basis by providing a residence order or documents to show who receives any benefits for that child.

If a child does not live with their birth parents and relatives look after the child, documentary evidence, such as a will or a court order, must be shown as proof that the relatives are the child's guardians.

Collecting children from school and looking after them until the parent collects them is not guardianship; nor does it apply if the child sleeps at the relative's house regularly but still lives part-time with the parents.

Listing schools on your form

We strongly recommend that you list six schools on your application form. Please list them in the order you most prefer them. Page 14 explains why this is so important.

Do not list independent or private schools on your application form as you need to apply directly to those schools and not through Waltham Forest.

If your child already has a sibling (brother or sister) at one of your preferred schools, you must still list that school on your application form and provide their sibling's name and date of birth. If you do not list the sibling's details, your application will not be considered under sibling priority.

If there is a medical and/or social reason why you want your child to attend a particular school, please tick the relevant box on the application and supply the supporting evidence for consideration by the panel.

If you only apply for one school, you will only be considered for that school.

If you list the same school more than once it will not increase your chances of being offered that school.

If we are unable to offer you any of your preferred schools we will allocate a place at the school nearest to your home that has an available space. This is known as an 'alternative offer'.

No school will know the order in which you have listed them on your application form or which other schools you have named on the form, as this information is confidential prior to the allocation of places.

Please note:

People will ask for the same school so not everyone will be offered a place at their first preference school. Be realistic about your preferences. You are strongly advised to put your nearest school as one of your six preferences. This is because 'home-to-school distance' is usually how most of the places are allocated.

Siblings

Sibling means:

- A full brother or sister
- A half brother or sister
- A stepbrother or sister
- A foster brother or sister
- An adopted brother or sister;
- The child of a parent or carer's partner living at the same address.

In all cases the sibling must be living at the same address and must still attend the school at the time of admission of the child for whom the application is being made. This means that where siblings are living at separate addresses, they will not be considered as siblings when processing the application.

If you do not provide the name and date of birth of your child's sibling when you make your application we will not be able to take it into account and it will affect your child's chances of being offered a place at that school.

Medical or social reasons

If you feel that your child has an exceptional medical or social need that requires your child to attend a particular school you must tick 'yes' to the relevant question on the application form or online and complete the 'reasons' box. You must also provide evidence to support your application, as shown below.

See page 12 for further details on medical or social request.

Medical

You can provide a written statement from your doctor, it must confirm the exceptional medical or social needs, and demonstrate how the specified school is the only school that can meet the defined needs of the child. Alternatively, if you have written evidence from a relevant independent professional, such as a consultant or psychologist, please submit it.

Medical conditions affecting mobility will only be considered for the nearest school to the child's permanent address.

Social

The professional evidence from a relevant independent professional, such as a social worker or psychologist, must outline the specific social need for your child or family. You must tell us why the social need can only be met by your child attending the particular school.

You can scan and attach the relevant evidence as part of the online application process or scan and send it to admissions@walthamforest.gov.uk. We will also accept copies of the evidence by post.

You must provide this evidence by the closing date.

There is no guarantee that you will be offered a place at your preferred school as we have to be convinced, from the independent evidence provided, that the specified school is the only school that can meet the defined needs of the child.

Please note:

Your medical and/or social evidence must be submitted with your application in order to be considered.

Declaration and signature

When you have completed your application form, you must sign it to confirm the information you have provided is correct. There is an equivalent process if you apply online.

Submit your application by 31 October 2026

If you apply online

Before you submit your online application read it through carefully to check you have completed all sections of the form.

Once you have submitted your form by pressing the 'submit' button you will receive an email confirming that your application has been successfully submitted.

If you apply on a paper form

Before you submit your paper application read it through carefully to check you have completed all sections of the form.

Please make sure that you allow enough time for your application form to reach us by 11.59pm on 31 October 2026.

You are responsible for ensuring that your application reaches Admissions before the deadline. If you are posting your application please ensure that enough postage is paid as the Local Authority will not pay any excess postage due to take delivery of the application.

Late applications

Applications received after 31 October 2026 will be classed as late.

- Late applications can still be made online until August 2027.
- Late applications will be considered **after** all the applications received on time have been processed, i.e. after 1 March 2027.
- Late applicants are very unlikely to be offered one of their preferred schools.

Late for Good Reason

If there are exceptional circumstances why your application was received after the deadline, please provide evidence, along with your letter explaining why the application is late. Please note, a letter without supporting evidence will not be considered.

Where the School Admissions Service agrees that there are exceptional circumstances, late applications will be treated as on time and will not be disadvantaged if they are received by 12 noon on 7 December 2026. Postal delay is not considered to be an exceptional reason and the franked date-stamp mark on the envelope will not be considered as proof of postage.

Change of preferences

Before the closing date

If you have **applied online** you can make changes to your school preferences by returning to the online application website eAdmissions.org.uk and editing your application.

If you have **applied on a paper application** form any changes you want to make to your school preferences before 31 October 2026 must be made on a new application form available from walthamforest.gov.uk.

After the closing date

Any changes you make to your school preferences after the closing date must be made on a Change of Preference Form available from walthamforest.gov.uk. This will be considered as a late change of preference and your application will be considered with other late applications.

You will only be allowed to change your school preferences twice after the closing date.

If we are able to offer you a place based on your change of preference we will write to you and your original offer will be withdrawn.

Admissions criteria for Waltham Forest community schools

Special Educational Needs

Children who have an Education, Health and Care Plan (EHCP) must be admitted where the school is named. Where a school is not named in an EHCP then the admission criteria below will be applied.

If there are more applications than there are places available at a school, we will use the following criteria, in priority order, to decide who should be offered a place.

Priority 1	Looked after children, previously looked after children
Priority 2	Medical or social reasons or children ‘at risk’
Priority 3	Siblings
Priority 4	School staff children
Priority 5	Distance

1. Looked after and previously looked after children

For admission purposes, a ‘looked after’ child is a child currently in local authority care, and a ‘previously looked after’ child is a child formerly in local authority care and now subject to an Adoption Order, Special Guardianship Order or Child Arrangement Order.

In order for a ‘looked after’ child to be given highest priority for admission, the child has to fall within the definition below, and the application must be completed by their social worker, detailing the name of the responsible local authority and attaching a formal letter confirming the child’s care status

In order for a ‘previously looked after’ child to be given highest priority for admission, the child must have been ‘looked after’ by a local authority in England or appear to have been in state care outside of England, and have ceased to be looked after as a result of being made subject to one of the orders detailed below. The application must include an attached copy of the order under which they left care.

Definitions

A looked after child is a child who is in the care of a local authority in accordance with Section 22 of the Children Act 1989

A previously looked after child for the purposes of admissions, is a child that left local authority care (under the above definition or equivalent state care in another country) after being made subject to one of the below:

Special Guardianship Order is an order under the terms of the Section 14A Children Act 1989 appointing one or more individuals to be a child’s ‘special guardian(s)’

Child Arrangement Order is an order under the terms of the Section 8 Children Act 1989 (as amended by Section 14 of the Children and Families Act 2014) setting out the arrangements to be made as to the person with whom the child is to live

Adoption Order is an order under the Adoption Act 1976 (see section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see section 46 adoption orders), as well as children who were in state care outside of England immediately prior to being adopted.

2. Medical or social reason or children ‘at risk’

Medical or social reasons can only be taken into account where information is provided by the closing date. Failure to provide such information at that stage may affect whether or not the child is allocated a place at the preferred school under this criterion.

Applications will only be considered under this priority if they are supported by a written statement from a doctor, social worker, psychologist or other relevant independent professional. **The information must confirm the exceptional medical or social need, and demonstrate how the specified school is the only school that can meet the defined needs of the child.**

In all cases the child’s medical or social need must be permanent or long term.

For medical conditions affecting the child’s mobility, consideration will only be given for the school nearest to the child’s home.

- Examples of possible exceptional medical or social reasons:
- Any acute or chronic condition that would make it difficult for a child to attend any school other than the closest school to the child’s address
 - Any acute or chronic medical condition that requires regular, long-term attendance at a particular medical establishment which is closest to the school named
 - A child and their family who are considered ‘at risk’ due to circumstances beyond the family’s control such as fleeing domestic violence (housed in a refuge in Waltham Forest) consideration may then be given for the named child to be given a school away from the area of their previous home address for safeguarding purposes
 - An existing restraining order that may put a family ‘at risk’ if the school were to be outside the remit of distance agreed by the courts.

The decision for community and voluntary controlled schools will be made by a panel of officers based upon the evidence provided. The panel reserves the right to seek additional professional advice as necessary. Own Admission Authorities, for example Academies, Trusts, Faith Schools, are responsible for making this decision.

A child is ‘at risk’ if they are currently on or subject to a Child Protection Plan.

3. Siblings

Sibling means:

- A full brother or sister;
- A half-brother or sister;
- A stepbrother or sister;
- A foster brother or sister; and
- An adopted brother or sister;
- The child of a parent or carer’s partner living at the same address.

In all cases the sibling must be living at the same address and **must** still attend the school at the time of admission of the child for whom the application is being made. This means that where siblings are living at separate addresses, they will not be considered as siblings when processing the application. If you do not provide the name and date of birth of your child’s sibling we will not be able to take it into account and it will affect your child’s chances of being offered a place at that school.

Please note:

A sibling connection will be recognised between Connaught School for Girls and Norlington School and 6th Form. This means a brother in Norlington School and 6th Form counts as a sibling in an application for a girl to go to Connaught School for Girls and vice versa. By linking attendance between the above boys and girls schools, people living in the area will have the same sibling link opportunity as other families who send their children to mixed schools.

4. School staff children

All children of school staff, irrespective of the role that the staff member is performing and whether working part-time or full-time will be given priority where:

- the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
- the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

You must provide a letter from the school business manager or another person authorised to do so, in support of your application confirming that you are employed by them and that you fall within this criteria. The Admissions Authority may verify this information with the school.

5. Distance

Distance is measured using a straight line from the centre of the child’s permanent address **(as defined by the Local Land and Property Gazetteer)** to the designated main gate of the school. We have to make a decision of where the child’s home address is because the allocation of school places under the Admissions Policy, where the criteria of distance is used, is determined by reference to the child’s ‘home address’. Where a child lives with each of their separated parents for different parts of the week, we will consider the child’s home address on any application to be where the child sleeps for most of the school week.

The allocation of school places is determined in accordance with the Admissions Policy and where the criteria of distance is used this will be determined by reference to the child’s ‘home address’ which is determined with reference to where they reside the majority of the time.

Where this is an equal time this will be determined by reference to the parent who is in receipt of Child Benefit. In the event the recipient of child benefit is clearly not a main carer of the child, or no Child Benefit is received, we will consider all of the circumstances and make a determination as to the ‘home’ address which will be used.

You will not be able to change to the other parent’s address mid-year unless the current arrangements as set out in any Court Order have changed. You must also provide a copy of any custody or residence order.

- All distances will be measured in miles using a computerised mapping system called RouteFinder GIS.
- All distances will be measured using this system, which is the only one that will be used in the allocation of school places by Waltham Forest School Admissions Service.
- If more than one applicant lives in a multi-occupancy building (for example, flats) priority will be given to the applicant whose door number is the lowest numerically and/or alphabetically.

Tie-breaker

The tie-breaker is to decide between two applications that cannot otherwise be separated. The tie-break for two or more applications will be a lottery tie-break draw (where names are drawn at random out of a blind draw) which will take place with the assistance of an impartial third party (LA officer), who does not work for the school admissions team.

Multiple births

If the last child to be offered a place is one of multiple births, all multiple birth siblings will be admitted to the school.

Automatic transfer for Buxton and George Mitchell All Through schools

Buxton and George Mitchell All Through schools offer automatic transfer of students from the primary phase to the secondary phase.

If you have a child who is in year 6 at either of these schools and you wish them to transfer to year 7, this will be done automatically and you do not need to apply for a place at the secondary phase. The school will provide the Admissions Service with a list of all children on roll in September 2026.

You will only need to submit an application if you wish to apply for other secondary schools.

Single sex schools

The admissions criteria for single sex schools does not give priority to parents who wish to apply to a school solely on the grounds that they require a single sex education for their child.

Please note:

Connaught School for Girls and Norlington School and 6th Form will apply the Waltham Forest community schools criteria.

Section 2

How we will process your application

Applications are processed using a system known as equal preference. This means that for each of your preferences we will use the admissions criteria to work out whether we can offer your child a place at any of your preferred schools.

- The Governors of academies, free, foundation and voluntary aided schools rank the applications for their school. This means they let us know who to offer a place by listing all students who have applied in the order of their admissions criteria.
- Other local authorities let us know which Waltham Forest residents can be offered places in their schools.
- If more than one place can be offered to your child, we will offer the highest possible preference. This is why it is so important to list schools in the order you most prefer.

Application received



Criteria applied to each preference



Places are offered up to the published admission number at each school



Highest possible preference offered to each child

Sometimes we cannot offer any school listed on a child's application form. This is because the schools listed are oversubscribed. Other applicants were successful in meeting the admissions criteria. For example, other applicants lived closer to the school.

If we are unable to offer any of the preferences listed on your application, we will offer your child a place at the nearest school to your home address that has an available place (an alternative offer). This could mean that your child is offered a place at a school some distance from your home.

The result of your application

Date	What will happen?
1 March 2027	Online applicants will be sent an email during the evening with the result of their application.
1 March 2027	Offer letters will be sent by first class post only to applicants who have applied on a paper application form.
2 March 2027	Offer letters should be received by post, but because of variations in Royal Mail delivery we cannot guarantee this.

Please note:

Please note that we do not give any offer information over the telephone.

Accepting the offer

Whether you apply online or on a paper form, you will need to confirm whether you want to accept the offer or not by 15 March 2027.

If you applied online you should respond within 14 days. There are 2 ways to do this:

1. Use the reply button in the email that you will receive during the evening. It will take you to the eAdmissions website, log in and respond.
2. Return to admissions@walthamforest.gov.uk, log in and select view outcome and respond.

If you have received an offer letter, please complete the reply slip and send it back to the School Admissions service within 14 days. There are 2 ways to do this:

1. Scan the reply slip and send it by email to admissions@walthamforest.gov.uk.
2. Complete the form and return it by post to School Admissions Service, Waltham Forest Town Hall, Forest Road, London E17 4JF (please note that we do not accept applications in person at this address).

If you have not been offered your preferred school, you are strongly advised to accept the school place you have been offered to ensure that your child has a school place for September 2027. Accepting the place offered will not affect your chances of being offered a place at a school you prefer more, either through the waiting list or through the appeal process.

Please note:

Failure to respond may result in losing the school place offered.

Declining the offer

If you do not want the place offered you can decline it online (if you applied online) or by filling in the reply slip on your offer letter. You are legally responsible for ensuring that your child receives full-time education, so you must also tell us what alternative arrangements you have made e.g. home education. To ensure your child has a secondary school place for September 2027, you are advised to accept the offer and then contact admissions to discuss your options.

Alternative offers

If we are unable to offer you any of your preferred schools we will allocate a place at the school nearest to your home that has an available place. If you wish to *decline* the alternative offer please refer to the 'How places were allocated breakdown'. This will be available on the Waltham Forest website

walthamforest.gov.uk from the evening of 1 March. This breakdown will list those schools in Waltham Forest with available places at National Offer Day. Should you then decide another school with places would better meet your child's needs, you must contact the School Admissions Service at admissions@walthamforest.gov.uk to change your child's alternative school offer. However, please note that we cannot guarantee a place at a particular school.

Waiting lists

Your child's name will automatically be added to the waiting lists for any higher ranked Waltham Forest schools that we were unable to offer.

- If you want to accept the offered school and do not wish to be placed on the higher preference waiting lists, please let us know in writing.
- If you wish to amend your preferred school(s), you must complete a change of preference form.
- Waiting lists for Waltham Forest schools are ordered in accordance with the admission criteria for each school.
- Places are allocated to children from the top of the waiting list as vacancies arise.
- Waiting list positions can change at any time depending on other applicants' circumstances and it is important to note that your child's position may go down as well as up if other applicants join the waiting list.
- The date of your application does not affect your waiting list position once it has been processed.
- Being on a waiting list is not a guarantee of a place at the school.

If we are able to offer your child a place from the waiting list we will email or write to you. If you want to be placed on the waiting list for any lower preference schools, please contact the School Admissions Service at admissions@walthamforest.gov.uk.

If you are offered a place from the waiting list, you will need to confirm whether you want to accept the place. This place will only be held for seven days. After seven days, we will revert back to your child's previous accepted school offer and withdraw the higher offer. Please send your response to admissions@walthamforest.gov.uk.

For Waltham Forest schools, waiting lists close on **31 December 2027**. If you then want to rejoin the waiting list for any school you will need to re-apply by completing an in-year application form. This is available on walthamforest.gov.uk, listing your new school preferences. These waiting lists will then remain open until the end of June 2028.

Please note:

If you want to be added to the waiting list for a school that is not in Waltham Forest you will need to contact the local authority where that school is located and ask for their procedure to be placed on the waiting list.

School admission appeals

If your child is not offered a place at one of the schools you listed on your application form you can appeal against this decision to an independent appeal panel. You will be given details of how to make an appeal in your offer.

The deadline for receipt of appeals is 14 April 2027, in order for appeals to be heard in May/June. If you appeal after the deadline, your appeal will be heard after the main round of appeals. Appeals will be heard within 40 school days of being submitted.

Appeals are heard by panels of people who have not taken part in deciding how places were offered on National Offer Day. The clerk to the independent appeal panel will write to you with details of your appeal date. You will be invited to present your case in person and you will be allowed to bring a friend or representative to help you, if you wish.

For further guidance regarding appeals please visit gov.uk/schools-admissions/appealing-a-schools-decision.

If you would like your case to also be considered under the Medical/Social 'criteria' and discussed by the relevant medical/social panel you need to request this in writing separately from the appeal. Any medical/social cases which are part of the appeal will not automatically go to the medical/social panel unless expressly asked by the parents.

We can normally only consider one appeal for each school within the same school year. In exceptional circumstances you may be able to appeal for the same school more than once, but there would have to be changes to your personal circumstances for this to be allowed.

If you are appealing for an academy, free, foundation or voluntary aided school or a school in another local authority, you must check the closing date with that school or local authority, as they might be different. Details of how to appeal and an appeal form should be available on the school and/or local authority website. Your appeal must be sent directly to the school or local authority concerned.

Where possible, appeals for late applications will be included with those being heard for the same admissions round.

If you are unhappy with the outcome of your appeal you can seek independent legal advice, or complain to the Local Government Ombudsman.

Please note:

This appeals process is the only recourse for a parent and any lobbying of Councillors or MPs will not influence the school offer in advance of an appeal.



Buxton School

235 Cann Hall Road
Leytonstone
London
E11 3NN



All-through trust school 3–16

DFE No: 320 4000

Published Admission Number is 60. This is an All Through school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is intended to be 120

Executive Headteacher:
Mrs Jackie Bowers-Broadbent
Chair of Governors: Mr Tobi Rufus

020 8534 3425

buxtonschool.org.uk

Thursday 8 October 2026
5.00pm to 7.30pm

Parking will be available via Courtenay Road

Headteacher's Address at 6.00pm and 6.30pm

Bus routes: 58, 308

School aims

We provide educational experiences both in and out of class which inspire our children to be the best that they can be. We have very high expectations for all our pupils. These high academic standards are built upon a firm foundation of family values where every child feels safe, valued and has the opportunity to fulfil their potential.

We are a mixed, and non-selective, inclusive community school that sits in the heart of Leytonstone.

Working in partnership with our supportive families and dedicated teachers we will continue to set high standards for our children and ensure that they achieve more than they ever imagine possible. We want our pupils to leave us equipped to succeed in an ever-changing world.

We aim for our children to leave Buxton School as confident, independent and ambitious learners ready to take the next steps in their education and career and able to positively contribute to the world.

Curriculum

As an aged 3-16 school, offering both primary and secondary education all under one roof, many of our pupils will start with us as three to five-year olds and stay right through until they become young adults at 16.

This continuity is one of the many reasons why our children achieve such high levels of progress throughout their education at the school.

Our curriculum is tailored to maximise pupil development where young people are given access to learning opportunities at the appropriate stage of their education.

Key stage 3

In consultation with our Primary Phase, our key stage 3 curriculum has been specially adapted, in line with the National Curriculum, to support the transition from our Primary Phase to our Secondary Phase.

Key stage 4

Our KS4 curriculum allows pupils to explore their learning interests at a speed that meets the individual needs of the child. At the heart of this learning journey, however, is a relentless focus on the core curriculum of English, Maths and three Sciences.

Additional needs and personalised learning

Teachers and support staff have a thorough knowledge of children to make sure they are stretched, supported through difficulty and their education is personalised.

Children's personal education and support needs are identified early on during their time at the school which means children of all abilities are appropriately challenged in their learning.

We have a programme specifically tailored for More Able pupils with teachers and support staff who are providing opportunities for them at every stage in their education.

We have a resource provision for 10 pupils with an Education Health and Care Plan (EHCP) in speech, language and communication in our Secondary Phase. This is an immersive model where children must be able to engage in mainstream classes for the majority of their teaching timetable.

Behaviour for learning

The expectation of very high standards of behaviour must be met by all our pupils. They are made aware of their responsibilities to others in the local community and are encouraged to work cooperatively. We pride ourselves on being a safe, supportive and caring yet disciplined community and we subscribe wholeheartedly to the Rights Respecting School Charter. Our pupils develop strong relationships with each other and are well supported to settle in quickly and make friends. Our current 2023 Ofsted report praised the independence and engagement for learning of our children.

Additional opportunities

Our extended school status enables us to provide many extracurricular opportunities.

Breakfast Club operates from 7.30am and there are many lunchtime and after-school activities.

Many of our pupils enjoy the reward of trips. These include universities, theatres, museums etc. Children can learn to play a musical instrument or become part of the Duke of Edinburgh scheme. Please see our website for more information.

Parental partnership

Our success could not be achieved without the support and dedication of our parents and carers. To this end, it is very important to the school that we develop a strong working partnership with our families to ensure that our children are supported, challenged and inspired.

Admission criteria

The Published Admission Number is 60. This is an All Through, 3-16 school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is 120.

Children with Special Educational Needs

Children who have an Education, Health and Care Plan (EHCP) are placed in schools through the arrangements set out in the SEN Code of Practice and not through any admission criteria. Governing bodies are required by section 324 of the Education Act 1996, and the Children and Families Act 2014 to admit a child with an EHC Plan that names that particular school. Parents of children with statements or EHC Plans should contact their child's casework officer for further information. Children who have a statement or EHC Plan naming a school will be admitted.

Buxton School offers a Speech and Language Provision in our Secondary Phase. There are 10 places in the Secondary phase. A child must have an EHC plan, or a prominent learning need that encompasses speech, language and communication needs to be eligible for a place within the provision. All other pupil places are mainstream places.

Where the number of applications for admission is greater than the number of places available, the following criteria will be applied in this order:

1. Looked after children and previously looked after children

For admission purposes, a 'looked after' child is a child currently in care or a child who was in care but became subject to an adoption residence, or special guardianship order, immediately after leaving care. Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became the subject of a child arrangement order or special guardianship order)

2. Medical or social reasons or Children 'at Risk

Children for whom only this particular school is appropriate due to an exceptional medical or social reason. Applications under medical criteria will only be considered where information is provided by the closing date if they are supported by a written statement from a doctor (failure to provide such information at this stage may affect whether or not the child is allocated a place at Buxton School). This must demonstrate that there is a very specific connection between the medical needs and this school. Applications under social reasons must be supported by a written statement detailing the specific reasons why this school meets any exceptional social needs of the child or family.

*"Buxton opens doors for our community.
We are an honest, kind family of learners,
Inspiring ambition for our pupils' future.
Opening doors, inspiring ambition"*

3. Sibling

For this purpose, sibling refers to brother or sister, half brother or sister, adopted brother or sister, stepbrother or sister, foster brother or sister, or the child of the parent's/carer's partner living at the same address. In all cases the sibling must be living at the same address and must still attend the school at the time of admission of the child for whom the application is being made.

4. School staff children

Children of members of staff, both teaching and non-teaching, full or part-time who have been employed at the school for two or more years at the time at which the application for admission is made, or who are recruited to fill a vacant post for which there is a demonstrable skill shortage.

5. Distance

Is measured from the child's permanent address to the main gate of the school in Woodhouse Road.

- Distance is measured using a straight line (as defined by the Local Land and Property Gazetteer).
- All distances will be measured in miles using a computerised mapping system called RouteFinder GIS.
- If more than one applicant lives in multi-occupancy building (for example, flats) priority will be given to the applicant whose door number is the lowest numerically and/or alphabetically.
- In case of 2 or more applications that cannot be separated by the oversubscription criteria outlined, a lottery tie-break draw will take place. This process will be supervised by somebody independent of the school.
- If parents are separated and have equal custody then they must select one parents address to be used for the application. Parents will need to arrange between themselves who will be making the application.

Please note:

All distances will be measured using this system, which is the only one that will be used in the allocation of school places by Waltham Forest Admissions Service.

Appeals against non-admission

The Governors of the school are the admissions authority. If you are unsuccessful for a place at the school, the decision would have been made by the Local authority. See school website for details of the appeals process.

Waiting lists

Waiting lists will finish at the end of December for Secondary transfer. Parents after this date will have to complete an iCAF application from January 2028.

The waiting list will be prioritised according to the school's oversubscription criteria. Should a vulnerable child meeting these protocols require a place at the school, they will take precedence over any child on the waiting list.

In-year admissions

Any applications for a school made outside the normal year of entry must be made directly to Waltham Forest's School Admissions Service who will offer places on behalf of the Governing Body. The school is committed to Waltham Forest's In-year Fair Access Protocols.

Chingford Foundation School*

Nevin Drive, Chingford, London E4 7LT

*Founding member of the Chingford Academies Trust



Academy school mixed 11–19

DFE No: 320 5401

Published Admission Number: 240

CEO/Executive Principal: Mr Rob Mammen
Head of School: Mr Gary Haines Chair of the Board of Trustees: Mr Tony Young Chair of CFS
Local Governing Body: Mr Mo Allen

020 8529 1853

chingfordfoundation.org

Open evening: Thursday 1 October 2026
5.30pm to 8.00pm

Head of School talk at:
5.45pm, 6.30pm and 7.15pm

Bus routes: 97, 215, 397

Specialist Status: Arts, Humanities and Sports

School status/awards: Full-Core Extended School;
Arts Award Welcome Supporter, Quality in Study Support (QISS), FMSIS, Sports England Sportsmark, Healthy School and Artsmark (Gold), FFT National School Attendance award, Inclusion Quality Mark

Join us on our journey to excellence.

Mission

At Chingford Foundation School, our mission is to create an environment where **academic excellence** and **personal growth** are equally valued. We believe that every student has the potential to excel, and we are dedicated to providing them with the opportunities and support they need to thrive.

Our motto, “**No Child Left Behind**,” embodies our commitment to inclusivity, ensuring that all students are empowered to reach their full potential.

Why Choose Chingford Foundation School?

Inclusive Environment: Every student has the opportunity to succeed and grow.

Broad, Balanced Curriculum: We offer a wide range of subjects designed to nurture curiosity, creativity, and critical thinking.

CARE Values: Our core values of **Community, Ambition, Resilience, and Excellence** guide every aspect of school life.

Outstanding Pastoral Care: We provide exceptional support to ensure every student is cared for and can flourish academically and socially.

The Chingford Experience

The Chingford Experience gives every student the opportunity to strive for and demonstrate excellence—the ‘E’ in our core CARE values. We combine a rigorous academic curriculum with a variety of extracurricular activities, all under the banner of ‘**Our Journey to Excellence**.’

Targeted Academic Support: Helping every student meet or exceed their academic targets.

Enrichment Activities: Encouraging participation in extracurricular activities

Pastoral Care: Offering comprehensive support to ensure every student is fully supported in their journey.

Curriculum

Key stage 3 (year 7-9)

A **broad, balanced, and enriching curriculum** designed to develop well-rounded, curious learners.

Core subjects: **English, Maths, Science.**

Additional subjects: **Humanities, Arts, Design, PSHE, PE, and Computer Science.**

Over three years, students will:

Build a love of learning. Develop critical thinking and problem-solving skills. Gain a solid foundation for future academic

Key stage 4 (year 10-11)

We offer a **rigorous academic curriculum** that includes **GCSEs in Electronics, Sociology, and Psychology.**

Students can choose from a range of pathways:

English Baccalaureate (EBacc) pathway for high-achieving students.

Nurture-based pathways to support SEND students.

Flexible options tailored to student interests and aspirations.

Non-academic development is supported through **PSHE and the Tutor time curriculum.**

Key stage 5 (Post 16)

A wide range of **A-level** and **vocational qualifications** to prepare students for further education or the workforce.

Careers guidance provided by our in-house Careers Advisor.

Continued **PSHE** and **PE** lessons to support students' personal development and well-being.

Additional needs and personalised learning

Despite being a large school, we maintain a **family ethos** where each student is known and valued.

Pastoral Support: Dedicated **Student Support Officers** and **year Leads** ensure that every student receives tailored academic and pastoral care.

Strong Transition Programme: Helping students feel supported and integrated from the very beginning.

More details on our **SEND provision** can be found here:

chingfordfoundation.org/SEND-Offer/.

Behaviour for learning

At Chingford Foundation School, we uphold high standards through a firm but fair approach to behaviour:

Mutual Respect: We foster a culture of respect where clear expectations are consistently maintained, ensuring that every student is treated with dignity.

Consistent Expectations: High standards are expected both inside and outside the classroom, creating a positive and supportive learning environment.

CARE Values: Behaviour must reflect our core values—

Community, Ambition, Resilience, and Excellence—contributing to a safe, purposeful, and supportive environment for all.

Positive Relationships: Building strong, positive relationships is at the heart of student success. We focus on understanding each student's individual needs and learning preferences. Our approach includes providing student leadership opportunities and a strong pastoral support system to ensure students feel safe, supported, and valued. Additionally, our PSHE/RSE curriculum promotes personal growth and wellbeing, further fostering positive student-teacher relationships.

By adhering to these principles, we create a learning environment that encourages mutual respect and empowers students to thrive both academically and personally.

Additional opportunities

Our Journey to Excellence extends beyond academics:

Enrichment Activities: Students can participate in a wide range of clubs, sports, and cultural activities both during and after school.

Educational Visits: Including theatre trips, museums, and historical sites.

International Experiences: Trips to Paris, New York, ski trips, and the Battlefields tour provide valuable cultural and global learning opportunities.

Parental/Carer and community partnership

Founded in 1938, **Chingford Foundation School** has a rich history rooted in the **Chingford community.**

Community Engagement: We actively involve students in community projects, such as our **OAP Christmas lunch** and **primary school visits.**

Parental Involvement: Regular communication via newsletters, social media, and open events.

Legacy and Future: Our deep sense of history and connection to the community helps us shape our students' success and strengthens their sense of pride and belonging.

Admission criteria

The admission of students is controlled and administered by the Chingford Academies Trust. Pupils will be admitted normally at age 11 without reference to ability. The published admission number will be 240.

The admissions arrangements provide that, following the admission of children with Education Health and Care Plans that name the school, when applications for admission exceed the number of places available, places will be offered in accordance with the following criteria:

- Looked after children and all 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 child arrangements order or Special Guardianship Order).*
- Children who have a sibling on roll at Chingford Foundation School at the time of admission.**
- Children of staff where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- Children within the Catchment area, in order of distance from the school, defined as a straight line from the measurement point of the child's home address (as defined by the Local Land and Property Gazetteer) to the main pedestrian gate, using the Local Authority's computerised mapping system RouteFinder GIS, with priority being given to the nearest child/children. All distances will be measured in miles.***

The Catchment area is defined as follows:

- To the North - The boundary line of LB of WF
- To the West - The boundary line of LB of WF
- To the South - Hall Lane up to and including The Old Hall Tavern and numbers 161 and 198, Russell Road from number 75a to 97 and number 48 to 58, New Road up to The Chingford/Highams Park Railway Line
- To the East - The Chingford/Highams Park Railway Line from New Road up to and including Bury Road

- Children in order of distance from the school, defined as a straight line from the measurement point of the child's home address (as defined by the Local Land and Property Gazetteer) to the main pedestrian gate, using the Local Authority's computerised mapping system RouteFinder GIS, priority being given to the nearest child/children. All distances will be measured in miles.***

If operation of these criteria does not separate applicants, a process of random allocation will be undertaken to determine priority.

IMPORTANT

In order to ensure that all the above criteria are applied correctly, applicants will also be required to submit a Supplementary Information Form (SIF) to the school by the same deadline as they are required to send an application form to their Local Authority, 31 October 2026.

Definitions and further clarification

* A 'looked after child' is a child who is:

- in the care of a local authority, or
- being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989) at the time of making an application to a school.

A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society (see Section 23ZZA (8) of the Children's Act 1989 (inserted by Section 4 of the Children and Social Work Act 2017). This includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders). Child arrangement orders are defined Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Section 14A of the Children Act 1989, which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

** Sibling refers to brother or sister, half brother or sister, adopted brother or sister, stepbrother or sister, or the child of the parent/ carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling and has a sibling attending Chingford Foundation School at the time of admission. Where the sibling is in Yr12, only those who previously attended Chingford Foundation School to sit their GCSEs qualify their brother or sister for a place in Yr7. Where the only sibling is in Yr11 or Yr13, they will not qualify their brother or sister because they will no longer be on roll on 1 September.

*** This relates to the student's recognised permanent home address and place of residence at the time of the closing date for applications to the Local Authority. Documentation should be included to verify this address. The offer of a place will be revoked if the address given is found not to be the permanent address. Where a child lives with parents with shared responsibility, each for part of a week, the child's home address will be taken to be the address of the main parent/ carer eligible to receive Child Benefit and Child Tax Credit.

For more information, please visit our website

chingfordfoundation.org/Admissions

Connaught School for Girls

**Dyers Hall Road
Leytonstone
London
E11 4AE**



Converter Academy status: School for girls aged 11–16. Admission criteria is the same as a community school

DFE No: 320 4061

Published Admission Number: 124

**Headteacher: Mr Alexander Silk
Chair of Governors: Elizabeth Jackson**

020 8539 3029

school@connaught.waltham.sch.uk

connaught-school.co.uk

**Open Evening: Wednesday 30 September 2026
4.30pm to 7.30pm**



School vision and values

Connaught School is a place where girls' talents and abilities are nurtured in a safe, creative space and where they can develop their ambitions, creativity, leadership and the power for self-determination. Connaught is a warm, diverse and high-achieving school with an excellent track record for teaching girls to aim high. This has an impressive impact on achievement. The reason for our success is because our purpose is guided by a strong vision to develop independent learners in an inclusive community. Our motto, 'Seize the day' is underpinned by strong values of Excellence, Resilience and Inclusion, giving important direction to our school community.

At Connaught, we:

- Strive for excellence: igniting learning in our school community to develop our potential and achieve future success.
- Strive to be resilient: we bravely rise to challenges and empower our young women to be confident and active citizens.
- Strive to be inclusive: we value our diverse school community and celebrate our individuality and challenge inequalities.

This vision and values, developed by our whole school community, describe the vibrant atmosphere in our school. The classrooms and corridors buzz with positive attitudes towards behaviour for learning; it is a place where learning is in the very fabric of the buildings.

The girls are proud of their school. Every one of them is valued for their individuality and character. They feel happy, safe and supported. Each girl's learning journey is supported by regular monitoring and dialogue with parents/carers as she progresses through her school journey. A comprehensive and strong extra-curricular programme alongside the academic curriculum ensures that she experiences a holistic offer to develop her character and provide stimulating learning opportunities to enhance her cultural understanding to prepare her for life beyond school.

Standards are high and students continuously achieve excellent examination results and make exceptional progress. Year-on-year the government ranks the progress students make at Connaught in the top 10% of all schools nationally. Additionally 92% of Connaught students achieved Grade 4 or better in both English and Maths in 2022, also placing Connaught in the top 10% of all schools nationally.

Our school motto is 'Seize the Day', illustrating our belief that there should be no boundaries to our students' aspirations for their future lives. We nurture and encourage our students to be the best version of themselves, fit to deal with the challenges of the 21st century world.

Curriculum

Key stage 3

Connaught provides a balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of the girls at the school and prepares them for the opportunities, responsibilities and experiences of later life. All girls study: English, Mathematics, science, history, geography, RE, PE, French or Spanish, art, technology (textiles and food), drama, music, computing, as well as a thriving pastoral and character education, covering citizenship, careers education and PSHE. Students are placed in sets according to their ability for mathematics from year 7 & science from year 10. All other subjects are taught in mixed ability groups.

Key stage 4

All students study English language, English literature, mathematics, science, a foreign language (French or Spanish), RE, PE and a choice of three option subjects from a range including humanities, the arts and technology. Provision is made for personal, social & health education and impartial careers advice. Most students achieve 10 GCSEs at the end of their studies at Connaught. A small number of girls spend extra time studying English and Maths to ensure they gain at least Grade 4. Up to a third of Connaught students achieve an extra science or language GCSE, or both, including a wide range of students taking GCSEs in community languages.

The school has an excellent careers and post-16 preparation programme. 100% of Connaught students who achieved GCSEs in 2025 are continuing their academic or vocational studies at a range of post-16 college and sixth form providers – both locally in Waltham Forest and in many other neighbouring boroughs.

Additional needs and personalised learning

The curriculum is carefully organised and provides opportunities for students to succeed. Each student is a member of a mixed ability tutor group. Heads of Year, with tutors, are responsible for the general welfare, progress and behaviour of the girls. The Learning Support team are used effectively and have a positive impact on student progress. In year 10, many students begin a 'triple science' course leading to GCSEs in Biology, Chemistry and Physics. Students are encouraged to become independent learners through attending lunchtime and after school clubs, completing challenging homework tasks and by engaging with many online learning platforms that the school subscribes to.

Behaviour for learning

Behaviour is excellent in lessons, around school and outside of school. The positive school ethos comes from students' considerate, thoughtful behaviour. The approach to discipline and good behaviour is based on the quality of the relationships between teachers and students. The whole school behaviour policy is embedded, students are aware of the consequences of their actions and staff have high expectations. An established reward system is an important part of our teaching throughout the school. School Council and peer mentors work on anti-bullying campaigns and there are very few reports of bullying.

Additional opportunities

Students are encouraged to participate in the enrichment provision throughout their time at Connaught to increase their confidence, make new friends and equip students with the relevant skills for their journey post 16. There is a large range of extra-curricular activities during lunchtime and after school which include a variety of sports, school band, board games, animé, BBC Young Reporters, gardening, MFL film club and green club to name a few. There is a school dog called 'Teddy' that students look after as part of a rolling participation, which includes caring for him as well as taking him for short walks. The school also has a Green Power electric racing car team that competes in race days as part of a STEM program for students in year 10. In addition to this holistic provision, students are also offered a range of subject-specific intervention sessions, which extend subject knowledge and help with revision or to develop new skills.

The school also organises a variety of culturally enriching educational visits to the theatre, museums, and galleries as well as field visits and career related experiences. We have links with European schools and run a penpal scheme with these schools as well as the Duke of Edinburgh and the Jack Petchey Speak Out challenge.

Connaught also provides opportunities to develop leadership skills whereby we encourage students to take on responsibilities within school, whether as Form Captains, Student Leaders and Youth Health Champions (in key stage 4) or as Student Voice Representatives.

Parental partnership

At Connaught we strive to be a community, working together and achieving together in an atmosphere of mutual respect. Each student has a diary for regular contact with parents and carers and reports on progress are sent home each term. Parents and carers are invited to annual consultation meetings. We also hold regular, well-attended 'Time 4 Us' parent/carer workshops on a variety of themes throughout each academic year. The school website provides further information.

Admissions criteria

Connaught School for Girls' admission criteria is the same as a community school. Please note that the sibling connection includes brothers who attend Norlington School for Boys. For full details, please see pages 12–13.



'SEIZE THE DAY' "Pupils are welcomed as individuals in this small school community. Pupils are ambitious for their education. Pupils with special educational needs and/or disabilities (SEND) are supported by a dedicated team. Pupils particularly appreciate the therapeutic and mentoring opportunities available, including the chance to walk the school dog. They describe their mentoring work as 'having younger sisters that we look after'.

(Ofsted, 2025)

Eden Girls' School, Waltham Forest

Blackhorse Lane
Walthamstow
London E17 5SD



Academy status: Free school for girls 11–18

DFE No: 320 4002.

Published Admission Number: 124

Principal: Ms Aamena Mayet
Chair of Governors: Mrs Aysha Esakji

020 8523 1810

info@egwf.staracademies.org

edengirlswalthamforest.com

Open evening: Thursday 8 October 2026
5.30pm to 8.00pm

Principal's Speech at 5:45pm and 6.45pm

Bus routes: 158

Our mission consists of three key elements:

1. Educational excellence

- A belief that everybody has the potential to succeed within a high quality and intellectually challenging educational environment.
- A commitment to instilling high aspirations, a desire to learn and ambition to achieve.
- A personalised approach to securing excellence, stemming from a passionate belief that each individual is unique and special and capable of rising above any perceived limitations.

2. Character development

- A cohesive identity so that our pupils, their parents and communities feel a strong sense of belonging to the Star Academies "family", regardless of faith or background.
- A passionate focus on a values-based education that instils honesty, integrity, compassion and mutual respect into all our pupils.
- A strong core of tenacity, self-respect and self-belief that inspires each pupil to become the best person they can be.

3. Service to communities

- A determination to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.
- A sense of personal accountability and of responsibility to others.
- A commitment to charitable endeavours and to making a difference to our world.

Our values

- | | |
|------------|---|
| • Service | Being a responsible citizen in our community. |
| • Teamwork | Working together for excellence. |
| • Ambition | Aspiring to be our best. |
| • Respect | Treating others as we wish to be treated. |

Curriculum

Our curriculum is designed to foster thought, curiosity and a desire for learning in all pupils, regardless of their background, strengths and needs. It is ambitious, challenging and engaging. It builds on the essential knowledge, skills and understanding from primary school and enables pupils to become informed citizens who have an appreciation of creativity, ingenuity and achievement.

Our curriculum draws out key concepts that provide a rich web of knowledge for our pupils and help them to become expert critical thinkers.

At the heart of our curriculum is a strong academic core for all our pupils at key stage 3 and key stage 4 - the English Baccalaureate. This includes English, mathematics, sciences, history, geography and a modern foreign language. Art, drama, music/nasheed, technology, computing, and physical education are central to our curriculum offer sparking curiosity, interests and talent. Our curriculum promotes spiritual, moral, cultural, mental and emotional development of pupils at school and in society more widely. Religious education, relationship and sex education, health education and citizenship are taught throughout key stage 3 and key stage 4.

Our vision

Nurturing Today's Young People, Inspiring Tomorrow's Leaders.

Our mission

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect, which extends beyond the school into the wider community.

We believe every pupil is entitled to a curriculum that is varied, challenging and inspiring, which enables every individual to fulfil their potential to the highest possible standard, developing enquiring minds capable of original thought and well-balanced critical argument.

- Over 90% of our students are offered an academic curriculum, leading to the English Baccalaureate.
- All pupils go on to further education with 40% going on to highly selective sixth forms, and 82% going on to study STEM subjects.
- Our alumni have headed to top universities like Oxford, Cambridge, Imperial, UCL, Kings, Queen Mary and SOAS.

Additional needs and personalised learning

Your child will be allocated to a form class led by a Learning Co-ordinator. The Learning Co-ordinator will see your child daily, help them review their learning and grow spiritually, and liaise with you if there are any concerns or issues.

Students are taught in sets for the majority of their lessons, ensuring that their needs are being met through personalised delivery that matches their needs. Support is provided for students with special educational needs to ensure that they excel, and a personalised pathway is created for those students if necessary. Gifted and Talented students are challenged and are offered GCSEs in biology, chemistry and physics, as well as computer science, to enhance their learning. Students are also offered booster sessions after school and during the holidays.

Additional opportunities

There are lots of opportunities for your child to take part in extra-curricular activities at the school. All subjects will have clubs that your child can join, competitions and activities that they can participate in, and trips that will develop them personally and academically outside of the classroom.

At Eden, we strongly believe that the leaders of tomorrow must be nurtured through positive experiences today. Through our leadership specialism we ensure that students have multiple opportunities to participate in varying experiences such as the Cyber First Girls Competition, Duke of Edinburgh Award, debating competitions, international trips, careers insight visits, outdoors education, sporting tournaments and other local and national initiatives, this forms an integral part of our strategy to secure educational excellence.

Parental partnership

The school works closely with parents and carers. Our pursuit of excellence is based upon our unshakeable belief that every person is unique and special and has the capacity within to succeed, but we cannot achieve this without parents' support. Parents and carers are invited to annual consultation evenings and will receive regular report cards to keep informed of their daughter's progress and behaviour in all subjects.

Admission criteria

Eden Girls' School is part of Star Academies. As an 11-18 progressive, inclusive and outstanding Muslim faith school, all applications will be considered equally without reference to faith.

Summary of Admissions Policy (please contact school for full school details).

The published admission number for year 7 is 124.

If the school is oversubscribed, children will be admitted in accordance with the over-subscription criteria listed in the order listed below, once all children with an education, health and care plan, naming the school are admitted.

Oversubscription criteria

1. Looked after children or a child who was previously looked after, but immediately after being looked after became subject to an adoption, child arrangement order, or special guardianship order or those children who appear to the school to have been in state care outside of England and ceased to be in state care as a result of being adopted.
2. Children of staff employed at Eden Girls' School for two or more years at the time at which the application for admission is made, and/or the member of staff has been recruited to fill a post where there is a demonstrable skill shortage.
3. Children with proven, exceptionally strong special, medical, or social circumstances, which are directly relevant to attendance at Eden Girls School. Parents are responsible for providing the professional supporting evidence to the school by the closing date from a consultant, doctor, psychologist, social worker or from another relevant independent professional.
4. Children with older siblings who is a pupil attending Eden Girls' School in years 7-11 at the time of application and offer of a place.
5. A maximum of 62 places to children who live nearest from home to the nodal point of Walthamstow Queen's Road Railway Station.
6. All other children who live nearest from home-to-school including those refused admission under criterion 5.

Tie-breaker

If the number of children requiring admission under criterion 5 is greater than 62, priority is given to those who live nearest from the centre of the child's permanent home address to Walthamstow Queen's Road Railway Station.

If criterion 6 is oversubscribed, priority is given to children who live nearest from the centre of the child's permanent home address to school. Where the distance in criteria 5 or 6 is the same, which includes the same geographical property reference (such as a block of flats), random allocation will be used as a tie-breaker. Waltham Forest Council's School Admissions Team will undertake the random allocation process in the presence of a school representative.

Address

The address given must be where the child and parents live permanently. It must not be the child minder's, grandparent's or other relatives address. If parents share custody of a child, then the school may request to see the court order, child tax credit letter, child benefit letter, medical card or other evidence to establish where the child is resident for the majority of the time during weekdays. If there is joint custody for the child, then the address of the parents receiving the child benefit is used. Parents may be required to provide proof of permanent address. Parents will be required to provide current copy of council tax as proof of residence at the permanent address. We may seek other means of evidence as proof of residence at the permanent address if required.

For full details of our oversubscription criteria, please see our website: edengirlswalthamforest.com/about-us/admission-to-school/

“Exceptionally high aspirations are the norm here. All pupils thrive academically and achieve highly. Leaders have embedded an ambitious curriculum that provides opportunity for all. All pupils make excellent progress through the curriculum to become experts in a subject.”

(Outstanding, Ofsted 2022)

Frederick Bremer School

Siddeley Road
Walthamstow
London, E17 4EY



Community school mixed 11–16

DFE No: 320 4060.

Published Admission Number: 180

Headteacher: Ms Jenny Smith
Chair of Governors: Ms Rachel Lampard

020 8498 3340

school@bremer.waltham.sch.uk

bremer.org.uk

Open evening: Thursday 1 October 2026
5.00pm to 7.30pm

Headteacher's talk at 5pm, 5.45pm and 6.30pm

Bus routes: 212, 275, 123, W16



Our Mission – 'Be the best you can be'

Frederick Bremer is an excellent local school in the heart of its community, with our values of inclusivity, ambition and innovation at the heart of our practice. We offer a rigorous and exciting curriculum, which balances breadth and depth as well as challenge for all. Our pupils will be entering a very different world of work. Generation Alpha were born into a fully digital world, where their adult relationships and connectivity will be very different to previous generations. They will have multiple jobs, and multiple careers, across a longer working life, and will need a range of transferable skills to navigate this successfully.

As a result, we want every child to leave FB as/with

- Well rounded, resilient and empathetic individuals able shape the world and navigate their futures
- The skills to develop healthy relationships
- The confidence to lead, and participate in, change
- Having met/exceeded their progress goals
- Being proud of being part of Frederick Bremer and of their achievements
- Innovative, creative thinkers
- Ready for the future, and ever changing, world of work

Why is Bremer so special? There is an ethos in this school which is unique. The school is a representative microcosm of its local community and is held together by an invisible fabric. Diversity is our strength, and inclusion is a norm. This is a school where every student is known, where relationships are positive and where children feel safe.

We believe that our role as educators is to unlock the potential in every child, and help them pursue their goals and aspirations. We have a restorative approach to behaviour alongside very high standards which we expect from every member of our community.

Curriculum

Key stage 3 (years 7, 8 and 9)

All students will study an exciting broad and balanced curriculum. This includes a core curriculum of English, Maths and Science and the broader curriculum covering Languages (French, Spanish or German), History, Geography, Ethics, PE, Drama, Art, Music, Computing and Design Technology. Students are taught in mixed ability in all subjects, apart from in Maths where they are grouped by current attainment.

Key stage 4

A bespoke pathway approach is in place to ensure challenge and rigour for all. Some students will have the opportunity to take a larger number of GCSE subjects, whilst others will be able to choose from more vocational options. All year 10 students spend a Careers Week experiencing a variety of activities such as Interview Days, University visits and visits to local employers or work experience. We have a unique relationship with Simmons and Simmons, a city law firm, enabling selected year 10 and 11 students to undertake work placement programmes until the end of year 13 giving them an extra edge in the job market and mentoring from a young graduate within the company.

*'This is a happy school.
Pupils, parents and
carers recommend it
unreservedly'*

(Ofsted, June 2024)

Additional needs and personalised learning

We provide an outstanding offer to students with additional needs. We have large numbers of pupils with Special Educational Needs, English as an Additional Language or another need. All our pupils are mainstream pupils, and will be within the mainstream school, with personalised in class support if required. Inclusion is at the heart of our work, and we are determined to get the very best for every child at Frederick Bremer. The school recognises that many students, at some point, in their school career, have special educational needs which may require support. In addition, the school aims to encourage a culture of peer support and inclusion that encourages strong friendship groups for students with SEN/D. We have a large and very successful SEND provision (including a Resourced Provision for students with ASC), enabling our students to succeed within mainstream lessons.

Bilingual learners are supported in the classroom by targeted teaching approaches in addition to intensive support for early stage learners of English.

Leadership opportunities

Students have opportunities to take part in a range of leadership opportunities to enable them to develop key skills for life. These include opportunities to be a librarian, peer mentor or subject leader or school prefect. We also have an active LGBTQ group, and our inclusive practice is recognised as exemplary. There is an active school council who are involved in real life decision making affecting the students in school and there are opportunities for students to understand more about democracy through such events as Mock Elections.

Additional opportunities

There is a range of exciting enrichment activities from Duke of Edinburgh to school choir, as well as additional learning opportunities after school or Saturday and holiday revision classes. There is a popular and well received school production every year as well as music concerts and art shows. The school teams are incredibly successful and there are also non-competitive sports clubs.

Parental partnership

We believe your child's success rests on a real partnership between school and home and we undertake a range of activities to ensure parents are best equipped to support their child's learning. We have an active parent council, a PTA and Parent Governors who work closely with us to make the school 'the best it can be'.

After Frederick Bremer

The vast majority of students leave Frederick Bremer at 16 to pursue their education at local schools with sixth forms or local colleges before progressing to university or full employment. Some students will take up apprenticeships.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

"The school is pioneering in its approach to SEN, especially in its celebration of neurodiversity' and 'This school is evangelical about social inclusion"

(Ofsted, June 2024)

George Mitchell School

Farmer Road
Leyton London
E10 5DN



All-through academy school mixed 3–16

DFE No: 320 4062

Published Admission Number: 60 . This is an All Through school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is intended to be 120

Secondary Phase Headteacher: Ms Benita Simmons
Chair of Governors: Mr Ismeal Gonzalez

020 8539 6198

georgemitchell@georgemitchellschool.co.uk

georgemitchellschool.co.uk

Open evening: Tuesday 6 October 2026
5.30pm to 8.00pm

Bus routes: 58, 69, 97, 158, W16



School aims

We are committed to providing an excellent educational experience for our students, inspiring them to achieve their full potential, in a happy and welcoming environment.

We expect and encourage students, staff and families to push beyond themselves so that all students improve their skills and are given the best learning opportunities in school and at home.

Students leave George Mitchell School as secure and healthy individuals who are self-reliant, assured and motivated to succeed with the skills necessary to explore the many opportunities available to them in the world today.

Curriculum

Our curriculum is designed to foster a love of learning. We develop skills, knowledge and understanding in years 7, 8 and 9 increasing the challenge so that students are ready for years 10 and 11. We foster an enthusiasm for reading through reading lessons for all KS3 students.

We encourage engagement with the Arts subjects and Languages, including Home Languages, whilst ensuring strong learning in the core subjects of English, Maths and Science.

The KS4 curriculum of English, Maths, Science and PE is coupled with a wide range of subjects which students choose in year 9. We offer a range of courses in the Arts, Humanities, Computing and Business, as well as PE, Design and Technology and Triple Science. We also have a range of alternative GCSE qualifications on offer. We encourage a balance of subjects and always ensure that we offer pathways that challenge, excite and motivate our students to excel whatever their preferences might be.

Additional needs and personalised learning

We offer personalised learning to ensure that the needs of every student is met. Students are set aspirational targets which are closely monitored by a dedicated team of teachers and support staff. Strategies are put in place to address underachievement where this is identified. The school employs a More Able co-ordinator whose role it is to identify very bright students. They will make sure that these young people are consistently challenged and stretched.

We have excellent pastoral support systems in place. Our children are very clear that pastoral support is strong, and we do not tolerate any forms of bullying. Our Social Inclusion department works with any students who might need a lift in their confidence or support for their emotional needs. Children are at the heart of everything that we do at George Mitchell School.

We have a transition programme in place to ensure a smooth start to children's secondary experience, with opportunities for parents to contact the school and meet key staff.

Behaviour for learning

OFSTED noted the excellent behaviour of students across the school. We believe that learning is most effective when children are actively engaged in their lessons. Behaviour that falls below our expectations is dealt with firmly. That is why we actively encourage and reward hard work and determination in class time. This is done through our rewards system as well as through celebration of progress made by students.

We encourage students to take responsibility for their learning and behaviour by giving them as much responsibility as possible for their school. We attach great importance to Student Voice.

Additional opportunities

We believe that children's learning is greatly enhanced by our extensive range of trips and activities, taking place within the school day and after school, at weekends and in the holidays. There is wide access to study and ICT facilities with staff on hand to give individual help with any aspect of students' work. Parental partnership

We encourage and welcome the involvement of parents and carers. The Headteacher operates an open door policy for parents wishing to discuss their child's education. More detailed information can be found on our website georgemitchellschool.co.uk and in our termly GM Newsletter. We have a very active Facebook and Twitter page where we post daily updates about all the wonderful things going on at the school. Follow us on Twitter @GMATSchool and Facebook GeorgeMitchellSchool.

After George Mitchell

Students go on to attend the 6th Form in schools and colleges across London. We encourage students to look beyond their immediate horizons and to consider progression on to university courses and further education. Many ex-students return to us for advice and support.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

We offer automatic transfer of students from the primary phase to secondary phase. If you have a child who is in year 6 and you wish them to automatically transfer to year 7, please contact us and we will advise you what to do to follow the automatic transfer process.

“This is a Good school. Pupils attend school regularly and have positive attitudes to learning. They behave well in lessons and around the school.”

(Ofsted, June 2023)



Heathcote School & Science College

Normanton Park
Chingford
London, E4 6ES



Community school mixed 11–19

DFE No: 320 4063

Published Admission Number: 180

Headteacher: Ms Sonia Close
Chair of Governors: Ms Lauren Marchant

020 8498 5110

heathcote.school@heathcote.waltham.sch.uk

heathcoteschool.com

Open evening: Wednesday 7 October 2026
5.00pm to 7.30pm

Sixth form open evening:
Please see school website for details.

Bus routes: 97, 179, 212

School status/awards: Princes Trust Institute Leadership Mark, STEM Assured Award, Healthy Schools, Arts Mark, ISM Music Bronze, TeenTech Silver, Arkwright Scholarship Trust



School vision and values

Vision Statement

We aim to create a school that provides young people with a safe and happy learning environment that challenges and supports all learners to achieve their best outcomes through a creative, inspiring and enriched curriculum.

Encourage

We encourage our pupils to take pride in their learning and community – to work hard, be kind, display good manners and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect for each other and show excellent behaviour at all times.

Challenge

We challenge our pupils to push themselves, take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed

We succeed when all pupils enjoy their learning and reach their academic potential in all areas; leaving Heathcote as thoughtful, caring and honest citizens fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment and culture where they take a proactive role and develop socially. We are proud of our pupils' successful outcomes at GCSE. **GCSE results 2025: English 4+ 77%, 7+ 29%, Maths 4+ 64%, 7+ 19%.**

Heathcote School is a warm, welcoming and inclusive community where high standards of behaviour and academic achievement are central. Every pupil is supported, encouraged and challenged to reach their full academic and personal potential, regardless of background or need. Leaders at all levels are committed to continuous improvement and ensuring the best possible education for all. Pupils develop the knowledge, skills and confidence needed for life beyond school, leaving as well-rounded individuals ready to achieve their ambitions. We pride ourselves on knowing every pupil as an individual and adapting our provision to ensure no one is left behind, socially or academically.

We are committed to a broad and balanced curriculum enriched by trips, visits and careers education. A wide range of extracurricular activities and strong provision in PE support both personal development and wellbeing. Our skilled pastoral and SEN teams ensure all pupils, including those with additional needs or mental health challenges, are supported effectively. High expectations are embedded through our core values: being Ready, Respectful and Responsible, which underpin all aspects of school life.

“Pupils enjoy attending this warm and friendly school”

“Teachers’ subject knowledge is strong”

“The school provides many opportunities to develop pupils’ talents and interests.”

“Support for pupils with SEND is well thought out. Staff know pupils’ individual needs well”

“Pupils feel safe and happy in school” (Ofsted ‘Good’ 2024)

“96% of parents would recommend this school” (Recent parent survey)

Curriculum

At key stage 3 (years 7–9), pupils build on primary learning through a diverse curriculum including Art, Music, Drama, Computing and Design Technology. Lessons are centred on challenging questions, with a focus on curiosity, independence and strong literacy, oracy and numeracy skills. Regular recall activities strengthen knowledge retention, while personalised home learning supports progress and reinforces classroom learning.

At key stage 4 (years 10–11), pupils follow a more personalised curriculum, combining core subjects with a wide range of options, including languages, humanities, arts and practical subjects. Participation in leadership roles such as Pupil Ambassadors, helping pupils develop confidence and responsibility.

In the sixth form, students benefit from a wide subject offer including sciences, psychology and the arts. Strong outcomes reflect high levels of progress, with many students progressing to top universities, including Oxford and Cambridge, or into successful apprenticeships. Enrichment opportunities include the Extended Project Qualification, sports teams, leadership roles and university engagement activities.

We provide tailored support for pupils with Special Educational Needs, including a specialist Deaf Provision, and for those with English as an Additional Language. All pupils benefit from personalised careers guidance, work experience and opportunities such as university visits, transition events and summer schools to support future pathways.

Our behaviour approach promotes a positive learning environment through clear expectations, rewards and support. A strong pastoral system, including counsellors, mentors and attendance teams, ensures pupils feel safe, supported and ready to succeed. As such, attendance is excellent at Heathcote as we have a strong sense of belonging that has been recognised by Ofsted and other external reviews of our school.

Partnership with parents is vital. Families are regularly informed of progress and invited to school events, fostering a strong, collaborative community focused on pupil success and wellbeing.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.



Highams Park School

Handsworth Avenue
Highams Park
London, E4 9PJ



Academy Mixed 11–19

DFE No: 320 5400

Published Admission Number: 240

Principal: Mr Nigel Armsby
Chair of Governors: Mrs Tracy Penfold

020 8527 4051

enquiries@highamsparkschool.co.uk

highamsparkschool.co.uk

Year 7 Open Evening: Thursday 8 October 2026

Sixth form open evening:
Thursday 14 January 2027
5.30pm to 7.30pm

Bus routes: 212, 275, W16

School aims

Our school motto of “Success through our Endeavours” and the key behaviours of: Respect, Responsibility and Resilience succinctly capture the aims and ethos of the school.

A summary of the school's core values below further explains the spirit and ethos of the school and acts as a set of guiding principles for the school. We aim to:

- Remain a fully comprehensive mixed 11–18 local school providing a broad and balanced curriculum.
- Ensure high standards of work, behaviour, dress and achievement for all students.
- Develop self-disciplined, hard-working, honest and well behaved, fit and healthy young adults.
- Ensure a safe learning environment where all are valued.
- Ensure equality of opportunity for all.
- Produce students willing and able to play an active and positive role in a rapidly changing world.
- Develop students' sense of respect for themselves and others.
- Provide opportunities for students to develop their own spiritual and moral capacities.
- Promote students' appreciation of their own and other cultures.
- Encourage students to accept their responsibilities to themselves, the school, and the local and wider communities.

About us

Highams Park School is a mixed 11–19 comprehensive school serving the local community.

It is a Single Academy Trust run by Highams Park Academy Trust, a charitable company limited by guarantee. The Highams Park Academy Trust is the equivalent of the Governing Body for the school. Unlike sponsored Academies that are part of a chain, Highams Park Academy Trust only exists to support Highams Park School as a self-governing autonomous state funded school.

The Governors are committed to providing the local community with an excellent comprehensive secondary school.

The Governors have a long association with the school; the vast majority are parents of current or former students of the school. All desire to serve the local community and to inspire the next generation to be successful.

There are over 1600 throughout years 7 - 13, comprising of over 400 students in the sixth form. The school is very popular and normally receives around four applications for every one place in the school. The school regularly achieves excellent exam results; most of our 6th Form students go on to University, some to the most prestigious Russell Group Institutions.

Curriculum

On admission to the school in year 7, students are allocated to a mixed ability tutor group. Each group has a tutor who would normally stay with them from year 7 through to year 11. This helps to provide continuity and builds up strong links. Students' progress in year 7 is overseen by the Head of year 7. The school provides a comprehensive induction process to help students adapt to the differences between primary and secondary schools. Teaching groups are arranged in a variety of ways, some subjects based on ability groups based, while others maintain a mixed ability structure.

Key stage 3

During years 7 to 9 students follow a broad and balanced curriculum including the following areas of study: English, Mathematics, French, Design & Technology (Construction Materials, Food & Textiles), Science, Computer Science, History, Geography, Religious Education, Art, Music, Drama, Physical Education as well as Citizenship.

Key stage 4

In years 10 and 11 students follow GCSE and vocational courses according to their aptitude and choice. There is a core curriculum of Mathematics, English, Science, PE, Citizenship and RE. In addition, there is an increasing range of GCSE and vocational subjects to choose from. Emphasis is placed on the wider curriculum and activities beyond the normal school day which are designed to broaden students' interests and viewpoints.

6th Form

We welcome students that want to be successful and take full advantage of what the school can offer, including those who didn't come to Highams Park in year 11. The strong examination results, enable the vast majority of students leaving the 6th Form go on to University and Higher Education or commence higher level apprenticeships. Those students that work hard and want to succeed will certainly do so at Highams Park 6th Form. Sixth form students benefit from a dedicated 6th Form block which encompasses personal study areas and social space exclusively for use by 6th form students. In our May 2024 Ofsted Inspection the sixth form was graded Outstanding.

Parental partnership

Regular communication with parents is an important feature of Highams Park. Initial meetings are held with parents before a child enters the school, and all parents are encouraged to share concerns as they arise, with their child's tutor in the first instance, or with the appropriate Head of Year. As necessary, staff will also contact parents by telephone, letter, or email. Daily information about homework, attendance, rewards and debts are available to parents via the well-established virtual learning platform that is provided free of charge for every child in the school. At the end of the first half term in year 7 there is a Tutor Evening, where year 7 parents are invited to meet their child's tutor to discuss how their child has settled into the school.

Admission criteria

The admissions authority for Highams Park School is the Highams Park Academy Trust (the Governing Body of the school). However, all admissions to state schools in the normal admission round, including Academies, must be administered by the Local Authority in which the family resides.

There is an additional supplementary information form for Highams Park School that must be completed and returned to the Admissions Officer at Highams Park School. This supplementary information form (SIF) is available from the school website. The required SIF must be completed and returned directly to the school by 4.30pm on 31 October 2026.

The school has an agreed published admission number of 240 students for entry in year 7. The school will accordingly admit up to 240 students in the relevant age group each year if sufficient applications are received. All applicants will be admitted if 240 or fewer apply.

If there are more applications than places

For admissions to the school in September 2027 the number of places allocated for admissions to year 7 is 240. If the school is oversubscribed, after the admission of students with an Education, Health and Care Plan where the school is named, priority for admission will then be given to those children who meet the criteria set out below, in order:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, 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). This includes children adopted from state care outside of England known as internationally adopted previously looked after children (IAPLAC).
2. Children of staff who have been employed at the school for two or more years at the time at which the application for admission was made, or who are recruited to fill a vacant post for which there is a demonstrable skill shortage.

“There is a warm and friendly atmosphere at this school. Pupils are well-cared for by dedicated staff who take time to get to know their pupils well. Leaders are ambitious for pupils' learning and pupils have many opportunities to learn from visiting speakers and to hear about a wide range of careers. Pupils in years 10 and 12 benefit from an extensive work experience programme. The sixth form is a key strength of the school. Students achieve very well in their sixth form studies and benefit from an extensive range of wider opportunities preparing them well for adulthood and further study.” (Ofsted, May 2024)

3. Where the child has a brother or sister on the school roll at the time application. This includes students in year 12 who previously completed their year 11 education at Highams Park School.
4. Proximity of the child's home to the school, measured as the crow flies from home to the school. Those living nearer will be accorded the higher priority.

Definitions, terms of reference and further clarification

The following have been decided upon by Highams Park Academy Trust (the Governing Body), the admissions authority for the school.

Education, Health and Care Plan – Some children will have an Education, Health and Care Plan that names Highams Park School for the child. If this is the case, then the child will receive a place at the school via the borough SEND department following consultation with the school.

Siblings – In criterion 3 above – Applies if an applicant has a brother or sister (sibling) on roll at the time of application and who is likely to be on roll on the 1st September when the applicant hopes to become a member of the school. We include step children (i.e. one natural parent in common) and legally adopted children. Where the only sibling is in year 11, there should be a likelihood that they will continue into year 12. Where the sibling is in year 12, only those who previously attended Highams Park to sit their GCSEs qualify their brother or sister for a place in year 7. Where the only sibling is in year 13, they will not qualify their brother or sister because they will no longer be on roll on the 1st September following.

Home – In criterion 4 – the main residence of the child is to be used. The main residence is where the child lives most, if not all of the time.

Distance – In criterion 4 – The distance measurement will be carried out by the local authority, the London Borough of Waltham Forest, on our behalf, using the straight line distance from home to the main gate of the school “as the crow flies”.

Distance is measured using a straight line (using the Local Land and Property Gazetteer). All distances will be measured in miles using a computerised mapping system called RouteFinder GIS. There is no catchment area. There are no preferred primary schools.

Admission to the 6th Form

Highams Park will admit students to the 6th Form where it is able to offer a programme that will benefit the student and for which they are suitably qualified.

Details of courses offered and other information about entry requirements and the 6th Form in general can be found on the 6th Form section of the school's website.

Holy Family Catholic School and Sixth Form

1 Shernhall Street
Walthamstow
London, E17 3EA



Catholic voluntary aided school mixed 11–19

DFE No: 320 4603

Published Admission Number: 210

Headteacher: Ms Carolyn Laws
Chair of Governors: Mr Justin Madubuko

020 8520 0482
Fax: 020 8520 4658

office@holyfamly.waltham.sch.uk

holyfamly.waltham.sch.uk

Open evening: Wednesday 30 September 2026
6.00pm to 8.00pm

Bus routes: 123, 212, 275, W16

School aims

The school's Catholic ethos and ASPIRE values underpin all that we do. We are inspired by the words of St Oscar Romero: "Aspire not to have more, but to be more".

We aim to educate the whole person, to develop each student's academic potential as well as nurturing their creativity, spirituality, character and resilience. We seek to instil in each of our students the belief that they should have a strong concern for others and that they should seek to do good, both in their school, and in their wider community.

Curriculum

Key stage 3

We offer a broad and balanced curriculum, through which all students study the full range of National Curriculum subjects. We provide progression and continuity of experience along with differentiated teaching to meet the needs of the students' various abilities, interests and talents. All students learn either French or Spanish.

On admission, students are organised into mixed ability classes of up to thirty students, with some subjects taught in smaller groups. Students are grouped by ability in maths and English. Students requiring additional support in English and/or maths are taught in small groups.

Key stage 4

In addition to the core curriculum of English language and literature, maths, science (double award and triple award i.e. separate sciences), RE and PE, students choose three subjects from a wide range including Art, Art photography, Computing, Drama, Design Technology, IT, French, Geography, History, Hospitality & catering, Music, Spanish and Textiles. We also offer vocational programmes of study alongside GCSEs. Most students are strongly encouraged to select subjects that make up the English Baccalaureate.

Key stage 5

Our aspirational sixth form provides high-quality programmes of study for students who wish to continue with their studies in a school environment. We offer a wide range of A Level courses as well as a number of vocational qualifications. All students are expected to participate in enrichment activities to develop their leadership skills and to 'give back' to the school and wider community. We provide high quality independent careers advice and guidance to ensure our students progress to university or higher apprenticeship placements of their choice. In addition, we offer all students a wide range of career-based opportunities, including the option to apply for professional internships in their field of interest. We prepare students carefully for university and other post-18 options. Increasing numbers of students each year access Russell group universities including Oxbridge.

Additional needs and personalised learning

A personalised approach allows all students to follow a curriculum appropriate for their needs and interests. Intensive, targeted support is provided for students whose first language is not English, particularly those who may have recently arrived in the United Kingdom.

Behaviour for learning

All members of our school community are expected to treat everyone with respect at all times. Students know that teachers have high expectations of both their behaviour and work. Great emphasis is placed on praising good behaviour and expecting courtesy, consideration and hard work. Our mantra of "Ready, Respectful, Safe" underpins our approach to behaviour both in and out of school.

Additional opportunities

There is a wide range of extra-curricular activities including sports, music and drama. We provide homework clubs before and after school each day. Students play an active part in decision-making through the 'pupil leadership team'.

Our young people also take on positions of responsibility by becoming peer mentors and have the opportunity to take part in the Duke of Edinburgh's Award. Sixth formers take on a range of leadership roles both within the school and the wider community. The House system encourages prefects and other students to work closely with House leaders in organising and competing in inter-house activities.

"Pupils said they enjoy the strong friendships they build here."

"The school is welcoming and like a family."

"Pupils appreciate the supportive staff who push them to go the extra mile in their work."

"Staff promote the values of respect and equality."

"Leaders ensure that pupils receive a broad curriculum."

"They have clear aspirations for pupils to succeed." (Ofsted, 2023)

Parental partnership

We believe students learn best when there is consistency and uniformity of expectations from home and school and where parents are fully supportive of the ethos of the school.

We arrange regular ways for parents to visit the school including consultation evenings, open evenings, information evenings, social events and public performances.

Admission criteria

Holy Family Catholic School and Sixth Form is the only Catholic secondary school in the London Borough of Waltham Forest. The school is a mixed, comprehensive school catering for the needs of young people between the ages of 11 and 19.

By naming Holy Family as a preference, it is assumed that parents/carers wish their child to receive a Catholic education and support the aims and ethos of the school as described in the school prospectus. The Governing Body of Holy Family Catholic School intends to admit 210 students into year 7 for the academic year 2027/28.

Please note that we welcome applications from non-Catholic families who support our ethos.

Catholic applicants should provide a baptismal certificate. Applicants from other Christian traditions and other faiths should return a reference from their respective religious leader. In all cases the religious reference or copy of the baptismal certificate should be returned to Holy Family Catholic School no later than 31 October 2026.

Whenever there are more applicants than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria for 2027/28 listed below.

In the event of oversubscription applicants will be considered in the following order of priority:

1. 'Looked after Catholic children' or Catholic 'formerly looked after children' who have been adopted. Children whose Education Health and Care plan (EHC) names Holy Family Catholic School.

PARISH	DISTRICT
Our Lady and St George's	Walthamstow
Christ the King	Chingford
St Patrick's	Blackhorse Road
St Joseph's	Leyton
Our Lady of Grace and St Theresa of Avila	North Chingford
Our Lady of Lourdes	Leytonstone

2. Baptised Roman Catholic children whose permanent residence is within one of the following Roman Catholic parish boundaries of the Waltham Forest Deanery:

3. Baptised Roman Catholic children living outside the Waltham Forest Deanery.
4. All other 'looked after children' or 'formerly looked after children' who have been adopted.
5. Children of other Christian traditions whose parents support the aims and ethos of Holy Family Catholic School in the following order of priority:
 - Christians who have been baptised or received a 'service of dedication' and whose minister can confirm their level of practice.
 - All other Christians whose minister can confirm their level of practice.

6. Any other Christians.
7. Children of families of other faiths whose parents are supportive of the aims and ethos of Holy Family Catholic School and whose application is supported by a reference from their religious leader.
8. Any other applicants.

Tie break

Where the offer of a place to all applicants in any of the categories listed above would lead to over subscription the following provision will be applied.

1. The attendance of a sibling at Holy Family Catholic School at the time of enrolment (years 7 – 11) will increase the priority of an applicant within each category.
2. Where the offer of places to all applicants in any of the categories above would lead to over subscription, the places up to the admission number will be offered to those living nearest the school. The distance measurement has been agreed by the Governors as 'a straight line from the child's home address to the front entrance of the Walthamstow House site', using the Local Authority's computerised measuring system, with those living closer to the school receiving highest priority.



Kelmscott School

245 Markhouse Road
Walthamstow
London, E17 8DN



Community school mixed 11–16

DFE No: 320 4075

Published Admission Number: 240

 **Headteacher: Mr Sam Jones**
Chair of Governors: Ms Susan Thomas

 **020 8521 2115**
Fax: 020 8520 7303

 **info@kelmscott.waltham.sch.uk**

 **Open evening: Wednesday 23 September 2026**
4.30pm to 8.00pm

 **Bus routes: 58, 158**

“Behaviour is exemplary.”

“The school provides a broad and highly ambitious curriculum that meets, and sometimes exceeds, what is expected nationally.”

“There is an extensive range of opportunities to support pupils’ personal development, including visits to museums and other places of interest.”

(Ofsted, January 2025)

Our Vision and Aims

Kelmscott is a **highly ambitious community school** in the heart of Waltham Forest. We go above and beyond to support and inspire our students. Our aims reflect our commitment to academic excellence, holistic development, and strong partnerships with families:

- To enable every student to reach their full potential
- To deliver a broad, personalised curriculum for all learners
- To provide a safe, stimulating environment where students thrive
- To foster high expectations for both students and staff
- To involve parents as active partners in their child’s education
- To ensure teaching and learning are consistently of the highest quality
- To build a culture of continuous professional development for staff

About us

Kelmscott was judged **‘Good’ by Ofsted in January 2025**, with many outstanding features. Teaching and learning are at the heart of everything we do. Our goal is simple: to ensure all students—regardless of background or ability—have every opportunity to succeed.

We are proud to have a team of dedicated teachers who consistently deliver engaging, high-quality lessons. We continually refine our practice to better support, stretch and inspire every learner.

Curriculum

At key stage 3, students follow a challenging, broad and balanced curriculum that lays a strong foundation for future study. They are placed in mixed-ability tutor groups and usually remain in these groups for lessons. From year 7, students choose between French and Spanish, and all students take part in our groundbreaking programme in Latin, Ancient Greek and Classical Civilisation—which may lead to a GCSE. Trips to Oxford University and Greece enrich this unique offer.

At key stage 4, we continue to offer a broad range of options, including the English Baccalaureate (Ebacc) pathway. Students are encouraged to explore subjects that reflect their passions and strengths, including: Art, Photography, Music, Computing, GCSE PE, Engineering, Digital Media, Business and Economics, Technology, Classics

Pastoral system

Our outstanding pastoral system is central to student success and wellbeing. Heads of Year and Form Tutors stay with their year group for the full five years, building transformational relationships that foster trust, motivation and ambition.

Form Tutors lead a carefully designed character development programme, known as The Kelmscott Way, focused on values like kindness, resilience and hard work. Each morning begins with our Tutor Reading Programme, where students are read to for 20 minutes from a diverse range of engaging texts—helping build vocabulary and a lifelong love of reading.

Behaviour for learning

Behaviour at Kelmscott is consistently calm, respectful, and focused, described as “exemplary” by Ofsted. Our Disruption-Free Learning approach ensures every lesson is productive. While good behaviour is actively rewarded, clear systems also address poor behaviour swiftly and fairly.

Visitors often comment on our purposeful atmosphere. Our expectations are high across the board—in the classroom, in the corridors, and in the community. Student voice surveys confirm that students feel safe, supported, and proud to belong to our school. Punctuality and attendance are equally important, and we work closely with families to keep both strong.

Opportunities Beyond the Classroom

Kelmscott is proud to offer a vibrant co-curricular programme, with a wide range of clubs running before, during, and after school. Residential trips include:

- A Classics trip to Bath
- A Shakespeare trip to Stratford-upon-Avon
- A PE residential in Sussex
- International trips to Barcelona and other destinations
- We also offer instrumental music lessons and have a thriving school choir.

Partnership with Parents

We believe strong parent-school partnerships are vital. Our dedicated transition programme supports every year 6 pupil:

- Every child is visited in their primary school
- A full transition day at Kelmscott helps them settle in
- Parents are invited to visit the school during a normal working day
- A popular summer school (early August) welcomes up to 100 new year 7s, helping students build friendships and confidence before September

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

“Pupils are rightly proud of their school.”

“Pupils at Kelmscott are happy, safe, and develop as confident, resilient learners.”

“The school has adapted swiftly to support pupils with special educational needs and/or disabilities (SEND), identifying needs early and putting effective strategies in place.”

(Ofsted, January 2025)



Leytonstone School

Colworth Road
Leytonstone
London, E11 1JD



Community school mixed 11–16

DFE No: 320 4069

Published Admission Number: 210

Headteacher: Mr Julian Onyelekere
Chair of Governors: Ms Fiona Sinclair

020 8988 7420

school@leytonstoneschool.org

leytonstoneschool.org

Open evening: Thursday 1 October 2026
5.00pm to 8.00pm



School vision

Leytonstone School is a safe and vibrant space where pupils develop their ambitions and the life skills with which they will achieve them. Our school motto is 'Great things will grow' and we believe that the creation of an optimum educational experience will lead to all our pupils leaving school as highly qualified, kind and confident young people with a wealth of experience of the wider world. Our school values of Resilience, Empathy, Achievement, Community & Honesty are demonstrated by our pupils daily and embedded into our enrichment programme and curriculum.

Curriculum

Leytonstone School aims to develop learners who:

1. Are orally articulate with effective interpersonal skills, demonstrating high levels of self-regulation and emotional intelligence.
2. Benefit from learning and researching independently, thus creating evaluative and critical thinkers who are aware of how they learn in order to achieve.
3. Develop high levels of numeracy and literacy alongside effective time management and organisational skills, in order to master habits necessary for further education, training and employment.
4. Present themselves well and maintain resilient mental and emotional health with a strong awareness of when to seek help and support.
5. Value their education and the opportunities which exist for them in the wider world and be curious in discovering future potential career pathways.
6. Respond with politeness, kindness and a sense of honesty whilst demonstrating empathy and respect for their peers and the rest of the school community.
7. Know, understand, respect and address constructively, ideas about meaning and purpose that shape the community in which they live and which influence culture, belief, social systems and lifestyle.

Key stage 3 (years 7 to 9)

Pupils at Leytonstone School access a broad curriculum as outlined by the National Curriculum.

The curriculum at Leytonstone School is fully inclusive from year 7 to year 11. The school is committed to widening the participation of pupils with special educational needs wherever possible. 98% of pupils continue in their education or training post-16.

Key stage 4 (years 10 and 11)

As part of the KS4 offer, pupils opt for GCSE study in a humanities or language (geography, history, French or Spanish) and two other free choices in the remaining suite of qualifications, with the school also offering a carefully selected range of vocational qualifications. These sit alongside the core offer of English language and literature, maths, double science and RE or triple science.

Additional opportunities

Pupils are encouraged to take on responsibilities that promote personal development and community cohesion. We have an active Pupil Parliament and a prefect system embedded in all year groups. We have an active LGBTQ Student Ally group and a climate action group whose work can be seen across the school. We have state of the art facilities for Science, Art and Technology, as well as fantastic Drama and Music facilities and a purpose-built sports hall.

A wide range of sports clubs are offered, with pupils successfully competing at borough, regional and national level in a variety of activities including basketball, netball, volleyball, football, badminton, table tennis and athletics.

Additional needs

At some point, nearly all pupils require additional support. We have:

- An experienced SEND Team who work to support all pupils with SEND.
- A child-centred pastoral support system.
- A team of professionals who support emotional health and wellbeing across the school.
- A rich and varied menu of performance, creative, sport, language and leadership activities.
- A successful careers and employment programme including timetabled work experience.
- A personalised transition programme to further study or training.
- A community which works together to ensure all pupils are inspired and empowered to achieve their full potential.

Parental partnership

We know that pupils' success is dependent on us working closely with families. We have a dedicated Family Engagement Partner who leads on ensuring that our families are actively involved in their child's education. Bullying is rare at our school and is dealt with robustly; we celebrate the diversity of our community and we take care of ourselves and each other.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

Leytonstone School is a VILLAGE. We are proud, a FAMILY, a community; We are citizens. We work hard together, HANDS HELD, challenged to improve, and we IMPROVE, every day.



Norlington School and 6th Form

Norlington Road
Leyton
London, E10 6JZ



Converter academy status: School for boys 11–16 with a mixed 6th form. Admissions criteria is the same as a community school

DFE No: 320 4064

Published Admission Number: 162

Headteacher: Mr Juan Hernandez
Chair of Governors: Ms Michelle Stanley

020 8539 3055
Fax: 020 8988 9661

norlington@norlington.net

norlington.net

Open day: Saturday 25 September 2026
9.30am to 12.30pm. Headteacher's talk at 10.30am

Specialist Status: Maths and Computing

School status/awards: Healthy Schools, Investors in People, Sportsmark, FMSIS (Financial Management Standard in Schools)

Norlington School is committed to excellence in everything it does. We believe every student is capable of the extraordinary. We are regularly recognised as one of the top performing boys' schools nationally and have been in the Top 10% of all secondary schools since 2014. In addition, the school was congratulated by the Minister of State for Schools for achieving in the top 100 schools in the country on three separate occasions.

Uniquely, performance is achieved by students from every background and ability group. 'We work together, enjoy together and achieve together' as a community.

School vision and aims

'Our Vision for Norlington School and 6th form is to be recognised as a world class leader in education, ensuring every student is ready to take up the challenges and realise the opportunities of the 21st Century.'

Our Vision is realised through five commitments to parents and students:

- To develop outstanding Leaders across the school.
- To guide our students to achieve exceptional Academic Performance.
- To provide outstanding Learning Experiences for every student.
- To be the School of Choice for the local community.
- To ensure every student has access to high quality Enrichment opportunities.

The Norlington approach

Norlington has a very clear approach set out around four themes:

The '**Norlington Family**' captures our commitment to providing the best learning environment for all students, somewhere they feel safe and cared for, and the strong partnership that exists between the school and home.

'**Everybody's Welcome**' defines the responsibility all ladies and gentlemen, students and staff, of Norlington have to make everybody welcome, even if we disagree.

We strive to grow '**Strong, Kind and Calm**' young men our society needs.

'**Every Child, all the Time**' sets out the structures and strategies used to ensure all students are able to achieve academically, creating exceptional learning opportunities and making them count.

Curriculum

Norlington students experience a broad curriculum designed to challenge and inspire them that embodies the aspirations we hold for every child.

Our curriculum is designed to ensure all students gain the skills and qualifications to succeed. All students study a range of subjects including English, Mathematics, Science, Humanities French, PE, Computer Science, PSHE, Religious Studies and the Arts. In year 10 they are able to focus in areas that match their interests and aptitude. Alongside these courses, every student receives practical careers guidance and development courses focused on literacy, self-organisation, teamwork and leadership, including First Aid training.

Parents are kept informed about their son's progress through reports every 6/12 weeks, 3 subject/tutor meetings per year and regular contact through the school website, student planners and when appropriate, letters and telephone calls.

At Norlington we are committed to offering every student a personalised learning experience that ensures they can be successful. We are very ambitious for all our students, with specialist staff supporting those with learning needs. This support can include individual learning plans, in-class support and withdrawal to work in smaller groups as well as language support if English is not their first language.

Additional opportunities

Leadership development

A key Norlington commitment is to develop the leaders of tomorrow. As part of an extensive leadership programmes, students complete first aid training, a leadership camp and outward-bound courses, have opportunities to coach and mentor and complete the Duke of Edinburgh Award. Our students have participated in national and international leadership development programmes including visits to the United Nations, overseas sports leadership events and leadership development camps all designed to ensure our students are able to 'take up the challenges and realise the opportunities of the 21st Century.'

Sporting success

Norlington has a proud history of sporting success and is committed to providing opportunities for all students to engage in competitions across a wide spectrum of sports.

We have been recent London Cricket Champions as well as regular Borough Champions in Football, Table Tennis, Badminton, Cricket, and Basketball. As part of the school's commitment to further developing our sporting success the Norlington Cricket Academy for year 7 has been established. The school will select, as part of the Waltham Forest admissions process, up to 16 students to follow an enhanced programme of cricket development. Full details are available on the school's website.

Cultural experiences

Norlington is committed to providing every student with a wide range of extra-curricular opportunities to broaden their minds and develop self-confidence. Students are encouraged to take part in events such as school plays and the year 7 pantomime. There are clubs for film, art, drama, and music with all year 7, 8 & 9 students visiting a museum and gallery at least once a year in addition to opportunities to see productions. On average students participate in at least 8 cultural experiences a year, not including sport and music lessons.

Admissions criteria

The admission of students is controlled and administered by the Exceptional Education Trust. Students will be admitted normally at age 11 and follows the Waltham Forest admission criteria with up to 16 places reserved for selection for the Cricket Academy. Please note that the sibling connection includes sisters who attend Connaught School for Girls. The published admission number will be 162.



"Throughout the school, including in the sixth form, pupils are welcoming and respectful. They enjoy coming to school. They benefit from caring professional relationships with staff, who make sure that this is a positive place in which to learn."

"Pupils feel safe at school. They are taught how to keep themselves healthy, both physically and mentally."

"Leaders have high expectations for all pupils. Across the school, pupils achieve highly."

"Pupils behave well and work hard in lessons. They are taught to respect and treat others equally regardless of differences, including faiths and beliefs". (Ofsted)



South Chingford Foundation School

**Stadium Close,
London, E4 8ES
(Part of the Chingford Academies Trust)**



**Academy school mixed 11–16
(with Specialist Post 16 provision)**

DFE No: 320 4001

Published Admission Number: 160

CEO/Executive Principal: Mr Rob Mammen
Head of School: Ms Emma Hobbs
Chair of the Board of Trustees: Mr Tony Young
Chair of SCFS Local Governing Body: Julian Ferreria

020 8531 9231

office@southchingfordfs.org.uk

Social Media: Twitter: @Schingfordfound
Facebook: South Chingford Foundation

Open evening: Wednesday 30 September 2026
5pm to 7.30pm

CEO & Head of School talks 5.30pm and 6.30pm

Bus routes: 34, 97, 158, 215, 357, 385, 397, W11

Specialist Status: Parliamentary Award Case Study School, Arts, Humanities and Sports, Extended School, Arts Award, Quality in Study Support (QISS), FMSIS, Sports England, Healthy School

“Pupils enjoy coming to school and value being part of a close, supportive community. Inspectors noted that students are respectful, kind and look out for one another”

(Ofsted, 2026)

Vision and Values

At South Chingford Foundation School (SCFS) our values are at the heart of our school culture. They underpin our mission to ‘foster ambition, build resilience and unite for excellence’.

This vision is used to cultivate a community where students are equipped with the skills and knowledge they need to excel in the next stage of their lives. We strive to create an environment where children are nurtured to become accomplished young adults ready to make significant contributions to society.

At South Chingford Foundation School, we provide our students with opportunities to:

- Thrive academically and personally, with a strong foundation in literacy and numeracy
- Experience diverse learning opportunities, including those which exist beyond the classroom
- Build resilience, and experience success
- Develop a passion for learning and learn the importance of treating others with kindness and respect

The Successful South Chingford student

We hope students will leave us as a well-rounded, skilled individual, ready to take on the world. They will be numerate, literate, and technologically capable, with a sense of responsibility toward themselves and others. Our students will be emotionally intelligent, able to work both independently and as part of a team. They will set their own goals, seek advice, and be kind to others. They will have the determination and drive to succeed in life, equipped with the flexibility to apply their skills in a variety of settings.

Curriculum

Our academic curriculum is thoughtfully designed to bring the very best of knowledge, ideas and creativity directly into the classroom. We aim not only to equip our students with outstanding academic credentials, but also to spark a genuine love of learning, inspiring curiosity, confidence, and a lifelong passion for discovery. Every lesson is carefully crafted to ensure that students are fully prepared to excel both here and in the next exciting chapter of their educational journey.

Key stage 3

At key stage 3, the experience begins the moment an offer is made. Our outstanding transition programme ensures that both students and their families feel fully prepared, supported and welcomed long before the first day of school. Guided tours, introductions to teachers, and early connections with future classmates all help to ease any anxieties, so that every child arrives feeling confident and excited to begin secondary school. By the time students take their seats in September, they already feel a part of our thriving community — allowing them to focus on what matters most: learning. Throughout these formative years, students are immersed in a rich and diverse curriculum that provides breadth and depth across a wide range of subjects, from the creative and performing arts to the humanities, languages, sciences and computing. This broad foundation allows every child to explore their talents, uncover new interests and build the essential knowledge and skills that will serve them for life.

Key stage 4

As students' progress into key stage 4, the curriculum expands to offer even greater choice and personalisation. Alongside the core subjects, students can select from an impressive range of options.

The South Chingford Experience

Pastoral focus

At South Chingford Foundation School, we have daily tutorial time which fosters strong relationships between students and their form tutor. Students will also enjoy weekly assemblies on important themes around British Values and cultural awareness. We guide our students to make the right decisions through a well-developed personal development programme, ensuring they strive to become active citizens. Our mantra of “100% Ready, 100% Responsible, 100% Respectful” underpins our approach to behaviour both in and out of school.

Enrichment Days

South Chingford Foundation School is committed to providing all students with the opportunity to take part in six whole day experiences of enrichment activities. These bring the curriculum to life and foster positive year group relationships. These trips and activities develop their cultural capital and create a caring community where everyone is valued. Throughout the year there are opportunities for both local and international trips and excursions.

Parental partnership

Our success could not be achieved without the support and dedication of our parents and carers. To this end, it is very important to the school that we develop a strong working partnership with our families to ensure that our children are supported, challenged and inspired. Parents are kept informed via the calendar, website, internal systems, coffee mornings and social media. We have a dedicated programme including a summer school that supports every year 6 student, helping them build connections, confidence and friendships before September.



Admission criteria

The admission of pupils is controlled and administered by the Chingford Academies Trust. Pupils will be admitted normally at age 11 and without reference to ability. The published admission number will be 160.

The admissions arrangements provide that, following the admission of children with Education Health and Care Plans that name the school, when applications for admission exceed the number of places available, places will be offered in accordance with the following criteria:

- Looked after children and all 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 child arrangements order or special guardianship order).*
- Children who have a sibling on roll at South Chingford Foundation School at the time of admission. **
- Children who have medical grounds for special consideration (supported by documentary evidence from a Specialist Doctor, not a G.P.). Places will be allocated on medical grounds if, in the opinion of the Admissions Panel, exceptional circumstances prevail which make it essential that the child attends South Chingford Foundation School.
- Children of staff where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made; and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skills shortage.
- Children in order of distance from the school, defined as a straight line from the measurement point of the child's home address (as defined by the Local Land and Property Gazetteer) to the main pedestrian gate, using the Local Authority's computerised mapping system called RouteFinder GIS, priority being given to the nearest child/children. All distances will be measured in miles.***

If operation of these criteria does not separate applicants, a process of random allocation will be undertaken to determine priority.

Under Age and Over Age Applications

The Chingford Academies Trust's Policy is that all children should be educated within their appropriate age group. In rare cases where it might not be appropriate for the child to be educated in the normal year group, a detailed process would be undertaken to consider this application.

Appeals

Where an application for a place at the school is refused, parents will have a right of appeal to an independent panel in respect of that decision. Further details will be set out in the decision letter in respect of the admission.

Walthamstow Academy

Billet Road
Walthamstow
London, E17 5DP



Academy Mixed 11–19

DFE No: 320 6905

Published Admission Number: 180

Headteacher: Ms Emma Skae
Chair of Governors: Mr Leon French

020 8527 3750
Fax: 020 8527 3603

info@walthamstow-academy.org

walthamstow-academy.org

Open evening: Thursday 8 October 2026
5pm to 7.30pm

Bus routes: 158, W11

"Pupils enjoy attending Walthamstow Academy and are kept safe here. Leaders and staff have high expectations of pupils' behaviour. As a result, pupils behave well in lessons and around the school."

"Pupils enjoy a range of enrichment opportunities." (Ofsted, November 2022)

Our Mission

"The best in everyone...best lesson, best day, best year, best future..."

School aims

All our students are encouraged to reach beyond what they thought possible, building the character, skills and qualifications they need to fulfil their ambitions. We believe that in order to achieve their goals, students need to try their best every lesson, every day. This will result in significant progress over time, leading to every year being their best year. This means they are challenging themselves all the time to be the best they can be and securing their best future as a successful, happy and fulfilled adult. To achieve this, we set high standards with clear expectations for our students, based on our core values of ambition, determination and respect.

Curriculum

Throughout key stages 3 and 4

We have a warm and welcoming transition programme to allow our students to swiftly feel comfortable in their new environment. Our curriculum is broad, challenging and relevant. It is adapted to meet the needs of all learners and looks to our students' futures by offering skills-based vocational and academic courses. Our teachers are subject experts who impart excellent subject knowledge to our students, developing their cultural capital and inspiring a love of both subject and learning.

All students have access to a curriculum that supports their progress. In their first three years at the Academy, they study many subjects such as English, Maths, Science, Modern Foreign Languages, Geography, History, RE, Music, Art, Computing, Drama and PE, so they are in an informed position to make GCSE choices in year 9.

From year 10, along with the core curriculum of English, science, maths, RE and PE, we offer additional subjects including History, Geography, French, Spanish, Computing, Music, Drama, Triple Science, Psychology, Sociology, Business, and Product Design. Our exam results and the progress students make are notably excellent and, alongside being wonderful students, we are extremely proud of the outstanding qualifications that our students gain.

At key stage 5

Walthamstow Academy Sixth Form consistently enables progression to all university courses, apprenticeships and careers. Our students can continue to study in an environment which they trust and in which they thrive, with teachers who are subject experts, and in which they are already known, understood and cared for. Applicants from other schools are warmly welcomed. We give our older students the academic rigour, respect and responsibility they have earned as young adults within our framework of support, close monitoring and high expectations.

The sixth form offers:

- A wide-ranging curriculum.
- Traditional A level and BTEC National vocational courses.
- An extensive extra-curricular and enrichment programme.
- Opportunities to visit universities.
- Excellent careers advice for higher education and apprenticeships.

Additional needs and personalised learning

Students have a form tutor who is the first point of contact with home. Students are able to access a huge range of learning resources online and we have extension and support programmes for all students, depending on the level of challenge they need. We plan all learning so that it is adapted to individual students, and constant tracking of progress ensures that action can be taken quickly to support achievement. Students will be moved between groups as required to ensure appropriate challenge is maintained. If required, students are provided with support from our excellent learning support assistants. This support is usually in class to ensure consistency with their programme of study for every subject and we offer additional programmes outside the school day for some students.

Behaviour for learning

We expect students to strive for excellence in every aspect of academy life and this includes their conduct in classrooms, around the school and in the local community. Students understand the Academy is a place for learning and that a positive, calm environment for all is of the utmost importance. Students are actively engaged in lessons and the Academy regularly celebrates and rewards student conduct and effort.

Extra-curricular opportunities

The Walthamstow Academy day runs from 08.30–15.10 with an assembly or tutor period at the start of each day.

We offer an extended Academy day including lunchtime activities and a wide-ranging after-school extension and enrichment programme.

Extra-curricular activities complement the curriculum and allow students to undertake additional subjects, develop life skills, improve fitness and have fun whilst learning new things. There is something for everyone and each student is encouraged to take part in these activities, selecting from a range of sports, performances, productions, games, clubs, societies, extension activities and learning support.

Students of all ages hold responsibility positions and serve the community. We have an active Junior Leadership Team made up of students from the sixth form, led by our Head Student. Each year group has a year group council, made up of students from that year group. This involves all students in consultation and contributes to Academy improvement planning – we are proud that our students have strong voices.

Parental partnership

Parents and carers are welcomed, informed and involved in their child's education. The partnership between parents/carers, student and Academy is central to our success. Parents/carers are kept informed via letters home, the calendar, SatchelOne, the Academy website and our social media.

We report progress at least three times a year and hold an annual parent's evening for each year group.

After Walthamstow Academy

Many of our students continue their studies at our sixth form with the majority choosing to progress in higher education at university. We are extremely proud of our sixth form students and what they achieve. Furthermore, we have a large number of students securing places at Russell Group Universities as a result of the supportive environment we provide whilst maintaining high expectations.

'The curriculum is ambitious and has been well designed to help pupils learn and remember key ideas. Teachers have strong knowledge of the subjects that they teach'. (Ofsted, November 2022)

Admission criteria

The 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. However, the Academy may refuse admission to particular applicants in cases where the applicants have been excluded from two or more schools and the ability to refuse admissions runs for a period of two years since the last exclusion. Exclusions which took place before the child concerned reached compulsory school age do not count for this purpose.

Where the number of applications for admission is greater than the published admissions number, applications will be considered against key criteria. Priority is given to children with Education, Health and Care Plans, where the academy is named on the EHCP. After this, the criteria will be applied in the order in which they are set out below:

- Children who are in Public Care (Looked after Children) at the time of the application.
- Children who have specific medical needs, social needs and special need where the application is supported by written specific professional advice as to why admission to the academy is necessary.
- Children who are children of staff.
- Children with a sibling at Walthamstow Academy, including sixth form, when the applicant joins.
- Children who attend Walthamstow Primary Academy and are in year 6 at the time of the admission application deadline.
- Children whose permanent address is nearest to the Academy.

Our admissions criteria are set out on in full on the Walthamstow Academy website in the 'Admissions' section. We would encourage prospective applicants to visit our website, walthamstow-academy.org/about-us/admissions for this information and other key facts about the Academy.



Walthamstow School for Girls

Church Hill
Walthamstow
London, E17 9RZ



Community school for girls 11–16

DFE No: 320 4072

Published Admission Number: 180
Teaching School Hub

Headteacher: Ms Helen Marriott
Chair of Governors: Andrea Corbett

020 8509 9446

Fax: 020 8509 9445

info@wsfg.waltham.sch.uk

wsfg.waltham.sch.uk

Open evening: Thursday 24 September 2026
4.45pm to 7.30pm

Headteacher's talks will be at:
5.00pm, 6.00pm and 7.00pm

Bus routes: 34, 69, 97, 212, 215, 275

SSAT national award winners: Top 10% of non-selective schools nationally in 2025 for attainment. Selected as a RISE Open Morning school for achievement. Recognised by the Secretary of State for Education for our excellent outcomes for disadvantaged students. "Transforming in Education" awards for Leadership with Moral Purpose and System Leadership. TES High Aspiration national award-winning school. Good Schools' Guide

"Pupils receive an exceptional education."

"Pupils' behaviour is exceptional. They are impressive communicators and have wonderful attitudes to learning."

"Staff and pupils share highly respectful relationships, which creates a culture where all are valued."

(Ofsted 2024)

School vision and values

When you read through our prospectus and come to visit WSfG, you will see what a unique school we are: characterised by a commitment to developing lifelong learning, a strong sense of 'family' and community and our values of courage, compassion, aspiration and integrity. We have high expectations of students and we challenge them to become the best version of themselves, both personally and academically.

Our school motto 'Neglect not the gift that is in thee' expresses our desire to nurture the individual talents of every child. We achieve this through inspirational teaching and learning, exciting extra-curricular opportunities and strong partnerships with parents and carers.

Our ambitious school vision is about developing every member of our school community. We aim to:

- Foster a lifelong love of learning
- Look after ourselves and treat others with kindness and respect
- Embrace our diverse community and value our environment
- Empower everyone to make courageous choices
- Celebrate each unique gift.

Curriculum

Key stage 3

In years 7 to 9, we provide a broad and balanced curriculum which aims to ignite students' passion for learning by studying specialist subjects in depth. All girls study English, Maths and Science, which are core subjects, as well as History, Geography, RE, PE, Drama, Music, Art, Design and Technology (Textiles, Food and Product Design), Computing, and PSHE (Personal, Social and Health Education). Students study one language, either French or Spanish, with an option to take both French and Spanish from year 8 onwards. We encourage a love of reading through tutor time and through our literacy curriculum. Latin is also offered as part of our key stage 3 literacy curriculum for most students.

Key stage 4

Our key stage 4 curriculum provides students with the opportunity to specialise and follow a personalised curriculum most suited to their needs and interests. In years 10 and 11 all students study English Language, English Literature, Mathematics, Sciences, PE, RE and PSHE.

In addition to the core curriculum, students choose four more subjects. The following subjects are currently offered: Drama, Music, PE, French, Spanish, Fine Art, Art Textiles, Film Studies, Design Technology, Food Preparation and Nutrition, Religious Studies, Geography, History, Business Studies, ASDAN (Personal and Social Effectiveness), Computing and Latin.

Supporting your child

We believe that happy students will be successful ones. Your child will be part of a tutor group, overseen by the pastoral leader (Head of year) for their year group. The tutor knows each student, meeting with the tutor group every day in order to support students with their development and wellbeing, as well as their academic progress.

Additional needs and personalised learning

Where students may find the move to secondary school more challenging, we meet with you in the summer term or invite you to one of our coffee mornings.

The Language and Learning Development Faculty works with parents and students to ensure that those with Special Educational Needs can develop the skills and knowledge they need to make the best possible progress. Through close liaison with primary schools and small group meetings with parents and students, we ensure that students' needs are prepared for before they enter year 7. Students who are in early stages of learning English receive support from specialist teachers. There are booster classes and 1-1 tuition to assist with basic skills in core subjects. Students with additional needs also have the opportunity to receive additional support, both within and outside of class and may benefit from a flexible curriculum, including the ASDAN Personal and Social Effectiveness qualification or Study Support lessons at KS4. The progress of all students is monitored carefully. A wide range of in-class and extra-curricular activities are provided to extend and challenge all students, including the most able.

Our Wellbeing Hub, staffed by qualified practitioners, provides social and emotional support for students when required, in addition to counsellors, learning mentors and other pastoral staff.

Additional opportunities

The school provides students with a range of opportunities to broaden their horizons. Whether students are benefiting from our Brilliant Club programme, work with the National Theatre and the Old Vic, MyBnk economic awareness or Duke of Edinburgh or overseas educational visits, we aim to ensure that individual gifts and talents are nurtured through a wealth of activities. We pride ourselves in offering a wide variety of extra-curricular clubs, including drama, science and technology, ceramics, debating, global book group, a variety of sports clubs and fixtures, Glee Club, our school musical and our nationally-renowned steel pans. We actively encourage student leadership through our student ambassadors, student council and SLT, peer mentoring and global alliance. Further details can be found on the school website, in our Greensheet or by enquiry at the school.

Parental partnership

We welcome and value the contribution of parents and carers and understand the vital role this partnership plays in your child's success. We hold regular information and consultation evenings, parent focus groups and surveys. We welcome constructive feedback: we are always seeking to learn and improve. Parents can track their child's progress through reports, parents' evenings and our online systems, Edulink. Every curriculum area has a curriculum plan or 'learning journey' for each unit of study which is given to students and shared with parents on our website so that you can find out how to best support your child and can see first-hand the progress they are making. We have an active and supportive community of parents and carers, many of whom are involved in our Parents' Association.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

"The school provides extensive opportunities for pupils to develop their interests and talents."

"Pupils learn an ambitious curriculum that matches, and in some cases exceeds, the scope of what is expected nationally."

"Pupils are supported well by the excellent pastoral work ... pupils use their strong voices to influence important aspects of the school's work."

"Pupils show great commitment to their learning and take pride in both their academic and creative accomplishments."

(Ofsted 2024)



Willowfield School

209 Blackhorse Road
Walthamstow
London, E17 6ND



Community school mixed 11–16

DFE No: 320 4066

Published Admission Number: 210

 Headteacher: Ms Rebecca Linden
Chair of Governors: Mr Stuart Smith

 020 8527 4065

Fax: 020 8353 4264

 school@willowfield-school.co.uk

 willowfield-school.co.uk

 Open evening: Wednesday 7 October 2026
4.00pm to 8.00pm.

 Headteacher talks at 5.15pm, 6.15pm and 7.15pm

 Bus routes: 123,158, 230

 School status/awards: EFA Beacon School, Green Flag Sustainability Award, Gold Travel TFL Award, RRS Bronze Award, Sutton Trust Accessibility Award, Lead music school for Waltham Forest.

“Pupils get on very well with one another. They celebrate diversity and describe the school as a “melting pot” where everyone feels they belong” April 2026

School aims

Willowfield school exists to serve children. Children get one chance at education, and it is our responsibility and privilege to ensure the educational experience for all children is rich and rewarding. Children come to Willowfield and make great progress, achieve highly, experience an excellent curriculum and leave us ready to embrace their futures. Great relationships characterise Willowfield, every member of our community is part of the Willowfield family. The school ethos and values are centred on developing our young people as great citizens and this infuses the whole curriculum and learning experience. We develop our children as kind, curious, respectful, conscientious and independent young people. We have a happy, dedicated, and excellent staff team who work tirelessly for our children. We have strong partnerships with local schools and colleges and are involved in many community projects. Willowfield is very proud to have been serving our community, educating and caring for children for over 100 years. We are a happy, popular and financially secure school doing great work – as was so clearly identified in our Ofsted inspection in January 2026. We have been through an exciting period of expansion and building work because of this popularity which has given us additional state of the art facilities to further enhance our fantastic building and provide the very best learning for our children.

Curriculum

The Willowfield curriculum is based upon the fundamental principles of equality, inclusivity, diversity, democracy, and mutual support.

Within and across subjects and tutorial time, our curriculum provides children with powerful knowledge, deep understanding, and effective skills to keep them safe and healthy, as well as engender a lifelong love of learning.

Our rich and relevant curriculum develops children as critical thinkers, powerful communicators, and confident, caring and active citizens. It explores cultures and perspectives, within and outside the classroom, on a personal, local, national, and global level. It challenges, supports, and inspires children, igniting their imagination, prompting awe and wonder, and catalysing critical thinking, creativity, and innovation, through collaborative dialogue, experimentation, problem-solving and discovery.

Additional needs and personalised learning

Children from all backgrounds and all abilities are welcomed and flourish within a safe and caring environment at Willowfield. We use a wide range of information about our young people to plan learning experiences that closely meet their needs and excite them, and we listen to their views on our teaching and their learning, and act on these to continuously improve our provision.

Behaviour for learning

We expect the very best in terms of behaviour and respect from our children and they rise to meet our high expectations. Life at Willowfield is characterised by calm and purposeful learning, under-pinned by mutual respect. It is an environment where staff and children enjoy happy, harmonious and productive relationships. This atmosphere is key to our success and stems from the great support and care every pupil receives, making them feel valued, listened and cared for. We believe a school is about more than just qualifications and that a safe and happy learner is an effective and successful one.

Additional opportunities

There is a broad and interesting extra-curricular programme on offer to all our children. Children are encouraged to engage and explore their interests. There are many opportunities to take on responsibilities and we have excellent Pupil Leadership opportunities so our children play a real role in helping shape the direction of the school. Each pupil will enjoy having opportunities for leadership and extra-curricular learning, which will provide pathways to flourish in a range of areas.

Our careers provision is exemplary and our children all benefit from our qualified careers advisor who leads on this area.

Family partnership

Our partnerships with parents and carers are key to the happiness and success of our children. We celebrate success and ensure that parents and carers are kept informed about their child's progress. Sometimes children need some additional support to flourish and manage themselves effectively and we are committed to working closely with children and their families to develop strategies to help them fulfil their potential. The pastoral team are approachable and open to exploring how we can support families when they face challenges. This may include difficulties with health, finances or their child's broader wellbeing. We celebrate being part of a wonderful community and regularly have opportunities to come together with families and our children to mark events.

Admissions criteria

For full details of the admissions criteria please see pages 12–13.

“Leaders have created an inclusive culture across the school”

“Pupils achieving a grade 5 or above in both English and Maths was significantly higher than the national figure”

“The school feels calm, friendly and purposeful”

“Leaders commitment to acting in pupils’ best interest is evident”

“Pupils leave school well prepared for their next steps” (Ofsted, 2026)

Section 4

Neighbouring local authorities

If you want to apply for schools outside of Waltham Forest, contact the relevant local authority for information on those schools. Please remember that if you live in Waltham Forest you must list all preferences on your Waltham Forest application.

Barking and Dagenham

020 8215 3004
infos@lbbd.gov.uk
lbbd.gov.uk

Enfield

020 8379 5501
iesas@enfield.gov.uk
enfield.gov.uk/admissions

Essex County Council

0345 603 2200
admissions@essex.gov.uk
essex.gov.uk/admissions

Hackney

020 8820 7000
secondary.transfer@hackney.gov.uk
learningtrust.co.ukadmissions

Haringey

020 8489 1000
schooladmissions@haringey.gov.uk
haringey.gov.uk

Havering

01708 434600
schooladmissions@haverling.gov.uk
haverling.gov.uk/admissions

Hertfordshire

0300 123 4043
transfer.admissions@hertfordshire.gov.uk
hertfordshire.gov.uk/admissions

Newham

020 8430 2000
schooladmissions@newham.gov.uk
newham.gov.uk

Redbridge

020 8708 3121
admissions@redbridge.gov.uk
redbridge.gov.uk

Tower Hamlets

020 7364 5006
school.admissions@towerhamlets.gov.uk
towerhamlets.gov.uk

Useful contacts for information and advice

Ofsted

The body that regularly inspects all schools in England that are mainly or wholly state-funded.

ofsted.gov.uk
enquiries@ofsted.gov.uk
0300 123 1231

Department for Education

The government department responsible for education and children's services.

0370 000 2288
education.gov.uk

Advisory Centre for Education (ACE)

Offer a comprehensive range of advice and information on education issues.

ace-ed.org.uk
0300 0115 142

Schools Finder

A government-funded website that provides detailed information about schools, including links to school performance data and the school profile.

get-information-schools.service.gov.uk

Section 5

Other information

How places were allocated on 2 March 2026

BASE NAME	PAN	Applications Received	SEN/ EHC Plan	LAC	Medical	Social	Feeder Link	Sibling	Staff Child	Religious Criteria	Catchment	Distance	LA Alternative Offer	Places Available	Cut off Distance in Miles	Appeals Heard	Appeals Allowed
Buxton School	150	268	10	1	0	0	42	14	1	n/a	n/a	44	10	28	n/a		
Chingford Foundation School	240	504	13	0	n/a	n/a	n/a	52	0	n/a	0	152	8	15	n/a		
Connaught School for Girls	124	164	2	0	0	0	n/a	13	0	n/a	n/a	47	11	51	n/a		
Eden Girls' School Waltham Forest	124	311	1	0	0	0	n/a	22	1	n/a	n/a	School 38, Station 62	0	0	School 1.654, Station 1.399	10	0
Frederick Bremer School	180	664	19	2	1	1	n/a	52	0	n/a	n/a	105	0	0	0.718	6	2
George Mitchell School	120	288	7	0	0	1	45	15	0	n/a	n/a	52	0	0	0.833		
Heathcote School & Science College	180	570	8	1	1	0	n/a	55	2	n/a	n/a	113	0	0	1.379	10	0
Highams Park School	240	746	10	0	n/a	n/a	n/a	84	2	n/a	n/a	144	0	0	0.92	9	5
Holy Family Catholic School	210	256	7	0	n/a	n/a	n/a	6	n/a	68	n/a	30	6	93	n/a		
Kelmscott School	240	632	17	0	0	0	n/a	61	0	n/a	n/a	162	0	0	0.828	16	0
Leytonstone School	210	622	14	4	0	0	n/a	52	0	n/a	n/a	140	0	0	0.92	15	1
Norlington School & 6th Form	162	257	5	1	0	1	n/a	30	0	n/a	n/a	117	4	4	n/a		
South Chingford Foundation School	160	173	6	0	n/a	n/a	n/a	14	0	n/a	n/a	24	26	90	n/a		
The Lammas School	180	125	3	0	0	0	n/a	11	0	n/a	n/a	22	8	136	n/a		
Walthamstow Academy	180	721	9	1	1	0	15	51	2	n/a	n/a	101	0	0	0.704	22	2
Walthamstow School for Girls	180	558	7	3	3	0	n/a	33	3	n/a	n/a	131	0	0	0.758	16	3
Willowfield School	210	495	7	0	1	0	n/a	39	1	n/a	n/a	131	29	2	n/a	1	0

Note: Figures are for guidance only. There is no guarantee that figures will be similar in future years. Data for appeals is based on those heard between May and July 2026.

KEY

Places available	Number of available places after processing and allocating all on time applications for entry into year 7 in September 2026.
Applications received	Number of preferences expressed for a school (parents can list up to six preferences on their application).
Feeder Link	Children attending the primary phase of Buxton School and George Mitchell who were allocated a place in the secondary phase of that school.
LA Alternative Offer	Alternative offer – where none of an applicant's preferences can be met we offer a place at the nearest community school to their home with an available place.
Cut off distance	Home-to-school distance of the last child offered a place at a school.

* If the last child to be offered is one of multiple births, all multiple birth siblings have been allocated to the school.
** Buxton: Published Admission Number is 90. This is an All Through school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is intended to be 150. Places were therefore allocated up to this number.
*** George Mitchell: Published Admission Number is 60. This is an All Through school. Children in year 6 will transfer automatically to year 7 so the total capacity in year 7 is intended to be 120. Places were therefore allocated up to this number.

Cut off distances in miles for past three years

The table below shows how far away the student lived who was offered the last available place at the school on allocation day.

School	Cut off distance (in miles)		
	2024/25	2025/26	2026/27
Buxton School			
Chingford Foundation School			
Connaught School for Girls	3.403		1.189
Eden Girls' School, Waltham Forest	School 1.466 Station 0.925	School 1.966 Station 1.078	School 1.654 Station 1.399
Frederick Bremer School	0.96	0.861	0.718
George Mitchell School	0.44	0.719	0.833
Heathcote School & Science College	1.277	1.537	1.378
Highams Park School	1.183	1.546	0.92
Holy Family Catholic School and Sixth Form			0.828
Kelmscott School			
Leytonstone School	0.86	1.046	0.92
Norlington School and 6th Form			
South Chingford Foundation School			
Walthamstow Academy	0.718	0.641	0.704
Walthamstow School for Girls	0.691	0.830	0.753
Willowfield School	1.19		

Where no cut off distance is shown for a school this means that all applicants who applied on time were offered a place there unless they were offered a higher preference school.

Figures are for guidance only. There is no guarantee that figures will be similar in future years. The number of applications for each school will differ each year, as will the addresses from which children are applying.



Additional information and services

Children with Special Educational Needs

Children with an Education, Health and Care (EHC) Plan should not apply using the Common Application Form. Instead, each parent must complete the application form sent to their home address by the Waltham Forest SEND Service in Summer Term 2026. The SEND secondary transfer form must be completed and returned to the Waltham Forest SEND Service by the specified date.

The SEND secondary transfer form will give parents the opportunity to name two secondary schools/academies. Parents may have already named preferences for their child at the annual review meeting but, as most secondary schools hold their open evenings for parents at the start of the autumn term, some parents may wish to make their final choices of school after having the opportunity to visit schools/academies.

There are three special schools in Waltham Forest that are able to accommodate secondary age children. These are:

- Belmont Park School (SEMH)
- Lime Academy Hornbeam (Brookfield House (SLD/ASD) and William Morris (MLD/ASD) schools)
- Flourish Learning Trust (which covers Joseph Clarke (VI/ASD), Margaret Brearley (SLD/PMLD/MSI) and Peter Turner (ASD/MLD) schools).

In addition to this, we have got mainstream schools in the local borough which have got 'specialist resourced provision'. These schools are:

- Buxton (SLCN)
- Chingford Foundation (ASD)
- Frederick Bremer (ASD)
- Heathcote (HI)

Places at these schools are authorised by the Waltham Forest SEND Service Phase Transfer Panel.

Further advice is available from the Waltham Forest SEND Service based at:

📍 Wood Street Health Centre (1st floor)
6 Linford Road, Walthamstow E17 3LA
☎ 020 8496 6503

For free impartial advice on special educational needs you can contact:

📍 Waltham Forest Special Educational Needs Disability Information Advice and Support Service (WSENDIASS) – Citizens Advice Waltham Forest
220 Hoe Street, Walthamstow, London E17 3AY
☎ 020 3233 0251
✉ wfsendiass@walthamforestcab.org.uk

Fair access protocol

Some parents have difficulty in finding a school place for their child. That is why all local authorities are required to have a Fair Access Protocol.

Not all children for whom it is hard to find a school place will be challenging, but they will be vulnerable as long as a school place has not been found for them. Our protocol establishes a fair system for the admission of children who are genuinely 'hard to place' as well as minimising the number of children in Waltham Forest at risk of underachievement through being out of school.

This Protocol is designed to:

- Acknowledge the needs of vulnerable children not on the school roll of any school to be dealt with quickly and sympathetically
- Reduce the time these children spend out of school. The FAP Protocol plays a key role in helping to keep children safe by ensuring the most vulnerable children are able to access education as quickly as possible.
- Ensure all schools admit children with challenging needs on a fair and transparent basis. FAP provides a fair and transparent system to ensure that all schools share the collective responsibility of helping the most vulnerable, by admitting their fair share of children being placed via the FAP. This includes supporting those children who have been permanently excluded from other schools and those who display challenging behaviour.

Please note:

Children who do not have a school place will always take precedence over those children on a waiting list but who are still on roll at a school.

Free school meals

Free school meals are provided for children if their families are in receipt of benefits such as Income Support or income-based Jobseeker's Allowance.

You can apply online at walthamforest.gov.uk/content/free-school-meals. You can also apply using a self service PC at North Chingford, Walthamstow, Leyton or Leytonstone libraries.

You can also apply for free school meals when you claim Housing Benefit or Council Tax Benefit. Just make sure you answer the free school meal questions when filling in the form.

In-year applications

By law, children aged between 5 and 16 must receive an education. This means that if your child is not in a school you must apply for a school or tell the local authority what alternative arrangements you are making for their education.

If your child has an Education, Health and Care Plan (EHC Plan) and you want to ask for a school transfer, you must contact the Waltham Forest SEND Service on 020 8496 6503. They consider these applications separately from the process outlined below.

If you want to change schools

A parent can apply for a place for their child at any school, at any time. It is extremely important for children to have continuity in their education. For this reason, we strongly urge parents to think carefully before making applications for transfers between schools. If your child is already attending a school, but you feel that a move would be in their best interests, we urge you to discuss your reasons for this with your child's current school. It is important, we believe, that you try to resolve any difficulties by working with the school where your child is attending as that could well avoid there being an unnecessary transfer. If, however, you want to go ahead with a transfer then to apply for an in-year place, you should complete the online application form.

The link is available from the Waltham Forest website walthamforest.gov.uk/content/yearadmissions. If you prefer to complete a paper form, this is also available on the website. Please complete the form and send it to School Admissions.

Applying for a school place

To apply for an in-year place, you should complete the online application form. The link is available from the Waltham Forest website walthamforest.gov.uk/content/year-admissions.

You can list up to three preferences. You should list the schools in the order of preference. The admissions criteria for faith schools, academies, foundation and free schools may be different from community schools, and you may need to fill in other forms (Supplementary Information Forms). You can get these from the school and they must be returned to the school. For school criteria, please see the individual school pages within this brochure. If you believe your child may fall under a higher criterion, you should provide documentation to show this.

If you complete a paper application you must return it to the Admissions Service in one of the following ways:

Post: School Admission Service, Waltham Forest Town Hall, Forest Road, London E17 4JF (please note that we do not accept applications in person at this address).

Email: admissions@walthamforest.gov.uk

Please note:

There are some schools which process their own in-year admission forms. This means you will need to apply directly to the school for an in-year place. Please see our website for further details on these schools.

Providing the correct proof

You will need to provide documents with your application that provide evidence of:

- Your home address** (for example a government produced letter* such as housing benefit, council tax or NHS letter or a recent utility bill or bank statement**, driving licence).
- Your child's date of birth** (for example a birth certificate).
- Your child's home address** which should be the same as your home address (for example a government produced letter* such as child benefit, child tax credit or housing benefit, or a bank statement in the child's name**). You can submit an official document or letter with your child's name and address.
- You must also provide documentation to support any higher criterion you wish to apply for, e.g. medical or social.
- If you have moved recently, please also provide evidence of a closing of council tax account from your previous address.

These examples are not an exhaustive list.

We reserve the right to request further evidence if required.

* Must be dated within the last 12 months.

** Must be dated within the last 3 months.

Guardianship

If a child is not living with their natural parents and you are looking after the child, please provide written evidence that you are the legal guardian and have parental responsibility for that child. Evidence includes a will or court order or a statutory declaration. Guardianship only applies if you can prove that you have full care of the child and their normal, permanent home is with you, Guardianship does not apply if you take the child to and from school or look after the child until their parents collect them.

Medical or social

Medical or social reasons can only be taken into account when information is provided with the application. Failure to provide such information at this stage may affect whether or not the child is allocated a place at the preferred school under this criterion.

Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker, psychologist or other relevant independent professional. The information must confirm the exceptional medical or social reason, and demonstrate how the specified school is the only school that can meet the defined needs of the child.

What happens next?

Your application form will be processed within 15 school days. We will write to you to let you know if we can offer a place at any of your preferred schools.

If your child does not have a school place

If we cannot offer any of your preferred schools, we will offer a place at the nearest school with a vacancy. The letter will let you know what you need to do next. You should return the reply slip indicating whether you accept or decline the place offered. If you have not received an offer of your first preference, you will also have the option of being placed on the waiting list. You must tick the box to indicate you wish to be placed on the waiting list. There will be contact details for the school offered. Once you have contacted the school they will make arrangements for your child to start within a few days.

If your child does not take up the school place, your child's details may be referred to the Education Welfare Service.

If your child is already in a Waltham Forest school

If we cannot offer a place in any of your preferred schools, and your child is already attending a Waltham Forest School, we will write to you to let you know, and your child should remain on roll at their current school. If you wish to be placed on the waiting list for your preferred school(s), you must complete and return the reply slip received with your letter.

Waiting lists

Your child will only be placed on a waiting list if you request it on the reply slip, received with your response letter. Waiting lists are kept in criteria order and it is possible to move both up and down a waiting list as other children are added and removed.

If you indicate that you wish your child to be placed on the waiting list, they will remain on this list until the end of the academic year in which you apply. If you wish your child's name to be removed from a waiting list, please let us know in writing.

Right of appeal

If we cannot offer your child a place at your preferred school you will be given the right to appeal against this decision.

You can only appeal once for each school within a school year. We may consider a second application and subsequent appeal if there has been a relevant and major change in your family's circumstances. You must appeal using an appeal form. For details please refer to our website: walthamforest.gov.uk

Any appeal should be submitted within 21 school days of being informed that a place cannot be offered. Appeals are heard by an independent appeal panel.

Section 6
Atypical school admissions

The Government made it a legal requirement that all Local Authorities must inform parents/carers of all students in year 9 about schools in or within travelling distance of the Local Authority area that admit students at the beginning of year 10.

The Government wishes to ensure that parents/carers are well informed about all the options available for children of this age.

This does not mean that you have to move your child to another school – for the great majority of children the school they are already attending will remain the most appropriate place for them to continue their education.

Schools which admit students in year 10 are called University Technical Colleges (UTCs) or Studio Schools.

UTCs are set up by universities and businesses and specialise in one or two technical subjects. They offer a similar GCSE curriculum to a typical secondary school, including English and Maths, as well as their specialist subject. You can find out more at utcolleges.org/utcs/

Studio schools are similar to UTCs in that they have employer involvement in the curriculum and focus on developing skills needed for employment, involving personal coaching and work experience. They have a similar curriculum to a typical secondary school.

The application process is set out on the website for each school.

	Status	Age Range
De Salis Studio College Hewens Road, Hayes, Middlesex UB4 8JP 020 3819 3421 desalisstudiocollege.co.uk	Studio	14–19
Logic Studio School Browells Lane, Feltham TW13 7EF 020 8831 3001 logicstudioschool.org	Studio	14–19
Parkside Studio College Wood End Green Road, Hayes, Middlesex UB3 2SE 020 8573 2097 parksidestudiocollege.co.uk	Studio	14–19
Space Studio West London Letchworth Avenue, Feltham, Middlesex TW14 9RY 020 3696 8140 spacestudiowestlondon.org	Studio	14–19
BMAT STEM Academy Velizy Avenue, Harlow, Essex CM20 3EZ 01279 621570 btmatstem.org.uk	UTC	14–19
Elstree Screen Arts Academy Studio Way, Borehamwood, Hertfordshire WD6 5NN 020 8386 6220 esaacademy.org	UTC	14–19
Brook Sixth Form (Formerly Elutec) Yew Tree Avenue, Rainham Road South, Dagenham East RM10 7FN 0203 773 4670 / 0204 511 9160 admissions@brooksixthform.com	UTC	14–19
Global Academy UTC The Old Vinyl Factory, Blyth Road, Hayes, Middlesex UB3 1DH 020 3019 9000 globalacademy.com	UTC	14–19
UTC Heathrow Potter Street, Northwood, Middlesex HA6 1QG 01923 602130 heathrow-utc.org	UTC	14–19

	Status	Age Range
London Design and Engineering UTC (LDEUTC) Docklands Campus, University Way, London E16 2RD 07714 255193 ldeutc.co.uk	UTC	14–19
Mulberry UTC 64 Parnell Road, London E3 2RU 020 3137 7024 mulberryutc.co.uk	UTC	14–19
South Bank Engineering UTC 56 Brixton Hill, Brixton, London SW2 1QS 020 7738 6115 southbank-utc.co.uk	UTC	14–19
Leigh UTC Brunel Way, The Bridge Development, Dartford, Kent DA1 5TF 01322 626600 theleighutc.org.uk	UTC	14–19
Watford UTC Colonial Way, Watford, Hertfordshire WD24 4PT 01923 905240 watfordutc.org	UTC	14–19

Monoux High School

Monoux High School welcomes applications from prospective year 10 or 11 students who have the motivation to learn and the potential to succeed on a GCSE or English as a Second Language programme.

Monoux High School is primarily a specialist provision for young people who are newly arrived in the UK, with additional capacity to enrol a small number of young people who decide that they may be more suited to complete their GCSEs in a sixth form setting. This may include, for example, young people who are Electively Home Educated, have recently moved to the area, are looking for a change after year 9 or 10, or have missed education due to health concerns.

- 📍 **Monoux High School, 190 Chingford Road, London E17 5AA**
- ☎ **020 8523 3544**
- 💻 **sgmc.ac.uk/monoux-high-school**

Section 7
Definitions

The following terms used throughout this booklet are defined as follows, except where individual arrangements spell out a different definition.

Academy

Academies are publicly funded independent schools, funded directly from the government, not the local council. They are run by an academy trust which employs the staff. They have to follow the same rules on admissions, special educational needs and exclusions as other state schools. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups.

Admission authority

The body responsible for setting and applying a school's admission arrangements. For community or voluntary controlled schools, this body is the local authority unless it has agreed to delegate responsibility to the governing body. For foundation or voluntary aided schools, this body is the governing body of the school. For Academies, this body is the Academy Trust.

Admission criteria

Conditions set by the admissions authority which are used to decide whether or not a place can be offered to a child.

All Through schools

An All Through school provides both primary and secondary education. They accept children from four years of age and students can remain there until they are 16 or older if the school has a sixth form.

Atypical schools

These are schools which admit students in year 10 and are called University Technical Colleges (UTCs) or Studio Schools. UTCs are set up by universities and businesses and specialise in one or two technical subjects. Studio schools are similar to UTCs in that they have employer involvement in the curriculum and focus on developing skills needed for employment, involving personal coaching and work experience.

Common Application Form (CAF)

The form parents/guardians complete, listing their preferred choices of schools, and then submit to their local authority when applying for a school place for their child as part of the local co-ordination scheme, during the normal admissions round. Parents/Guardians can apply for up to six schools.

Community school

A state school that is wholly owned and maintained by the LA. The local authority employs the school staff, owns the school's land and buildings, and is primarily responsible for admissions arrangements.

Distance

Distance is measured using a straight line from the child's permanent address to the main gate of the school. For more detailed information on distance, please refer to page 13.

DfE

Department for Education – the government department responsible for education and children's services.

Education, Health and Care Plan

An Education, Health and Care Plan is a plan made by the local authority under Section 37 of the Children and Families Act 2014 specifying the special education, health and social care provision required for that child.

Faith schools

Faith schools are associated with a particular religion. Most faith schools are run like other state schools and follow the national curriculum except for religious studies, where they teach mainly about their own religion. They may also teach about other religions to ensure students have an awareness of other faiths. The admissions criteria may be different although anyone can apply for a place.

Free schools

Free schools are government funded and are not run by the local authority. They can be set up by groups such as charities; universities; independent schools; community and faith groups; teachers, parents; businesses. They have more freedom than local authority schools. They should take an 'all-ability' intake and cannot use academic selection processes.

Governing bodies

School governing bodies are bodies corporate responsible for conducting schools with a view to promoting high standards of educational achievement. Governing bodies have three key roles: setting strategic direction, ensuring accountability, and monitoring and evaluation.

Home local authority

A child's home local authority is the local authority in whose area the child resides.

In-year application

An application is an in-year application if it is for the admission of a child to a relevant age group and it is submitted on or after the first day of the first school term of the admission year; or it is for the admission of a child to an age group other than a relevant age group.

Looked after children (see also previously looked after children)

Children who are in the care of local authorities as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a 'looked after child' is a child in public care at the time of application to a school.

National Offer Day

The day each year on which local authorities are required to send the offer of a school place to all parents in their area. Secondary National Offer Day is 1 March (or the next working day). Primary National Offer Day is 16 April (or the next working day).

OfSTED – Office for Standards in Education

The body that regularly inspects all schools in England that are mainly or wholly state-funded. OfSTED also provides public reporting and informed independent advice.

Oversubscription

Where a school has a higher number of applicants than the school’s published admission number.

Oversubscription criteria

This refers to the published criteria that an admission authority applies when a school has more applications than places available in order to decide which children will be allocated a place.

Preference(s)

The school(s) you would like your child to go to in the order that you prefer.

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 child arrangements order or special guardianship order).

Published Admission Number (PAN)

The number of school places that the admission authority must offer in each relevant age group of a school for which it is the admission authority. Admission numbers are part of a school’s admission arrangements.

School staff children

All children of school staff, irrespective of the role that the staff member is performing and whether working part-time or full-time will be given priority where:

- a. the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
- b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

Please note that the above definition refers only to Waltham Forest community and/or voluntary controlled schools.

Sibling

Sibling means a full brother or sister, half brother or sister, stepbrother or sister, foster brother or sister adopted brother or sister or the child of a parent or carer’s partner living at the same address. In all cases the sibling must be living at the same address and must still attend the school at the time of admission of the child for whom the application is being made. If the siblings are living at separate addresses, they will not be considered as siblings when processing the application. If you do not provide the name and date of birth of your child’s sibling when you make your application we will not be able to take it into account and it will affect your child’s chances of being offered a place at that school.

Sixth form

Some local schools have sixth forms. They cater for post-16 students and provide the opportunity for further study post-GCSEs. This may be ‘A’ levels, further GCSEs, vocational courses or a combination. Some students transfer at 16 from schools that do not have sixth forms to those that do. Others go to sixth form college, either to Leyton Sixth Form, Sir George Monoux, Waltham Forest College or to a college outside the borough.

Special Educational Needs abbreviations

ASD	Autistic Spectrum Disorder
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
LD	Learning Difficulties
MSI	Multi Sensory Impairment
PCR	Person Centred Review also known as AR (Annual Review)
PMLD	Profound and Multiple Learning Difficulties
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SPLD	Specific Learning Difficulties
VI	Visual Impairment

Supplementary information forms (SIFs)

A SIF is a form generated by a school that is its own admissions authority and requires additional information that is not on the CAF or iCAF.

Trust schools

Trust schools are government-funded schools that receive extra support from a charitable trust such as a local business, community group or educational charity. They are funded in exactly the same way as other local authority maintained schools.

Type of schools

Junior School

A school that caters for students aged 7 to 11.

Primary School

A school that caters for students aged 4 to 11.

Secondary School

A school that caters for students aged 11 to 16.

VA (Voluntary Aided) schools

These may be faith or religious schools. The Governing Body is responsible for running the school, setting the admissions criteria and arranging appeals.

VC (Voluntary Controlled) schools

These may be faith or religious schools. The LA is responsible for running the school, setting the admissions criteria and arranging appeals.

Waiting lists

A list of children held and maintained by the admission authority, when the school has allocated all of its places, on which children are ranked in priority order against the school’s published oversubscription criteria.

Please note:

These definitions are those used in the London Borough of Waltham Forest. Definitions may not be the same elsewhere.

We have tried to ensure that the information in this brochure is correct at the time of going to print.

Notes

This image shows a full page of a document template designed for handwriting practice. It consists of approximately 30 evenly spaced, horizontal blue dashed lines running across the entire width of the page. The background is plain white, providing a clear guide for letter height and placement. There are no margins, text, or other markings present.

Notes

This image shows a full page of a document template designed for handwriting practice. It consists of approximately 28 evenly spaced, horizontal blue dashed lines extending across the entire width of the page. The background is plain white, providing a clear contrast for the lines. There are no margins, text, or other markings present.

