

A guide to Secondary Education in Barnet 2021



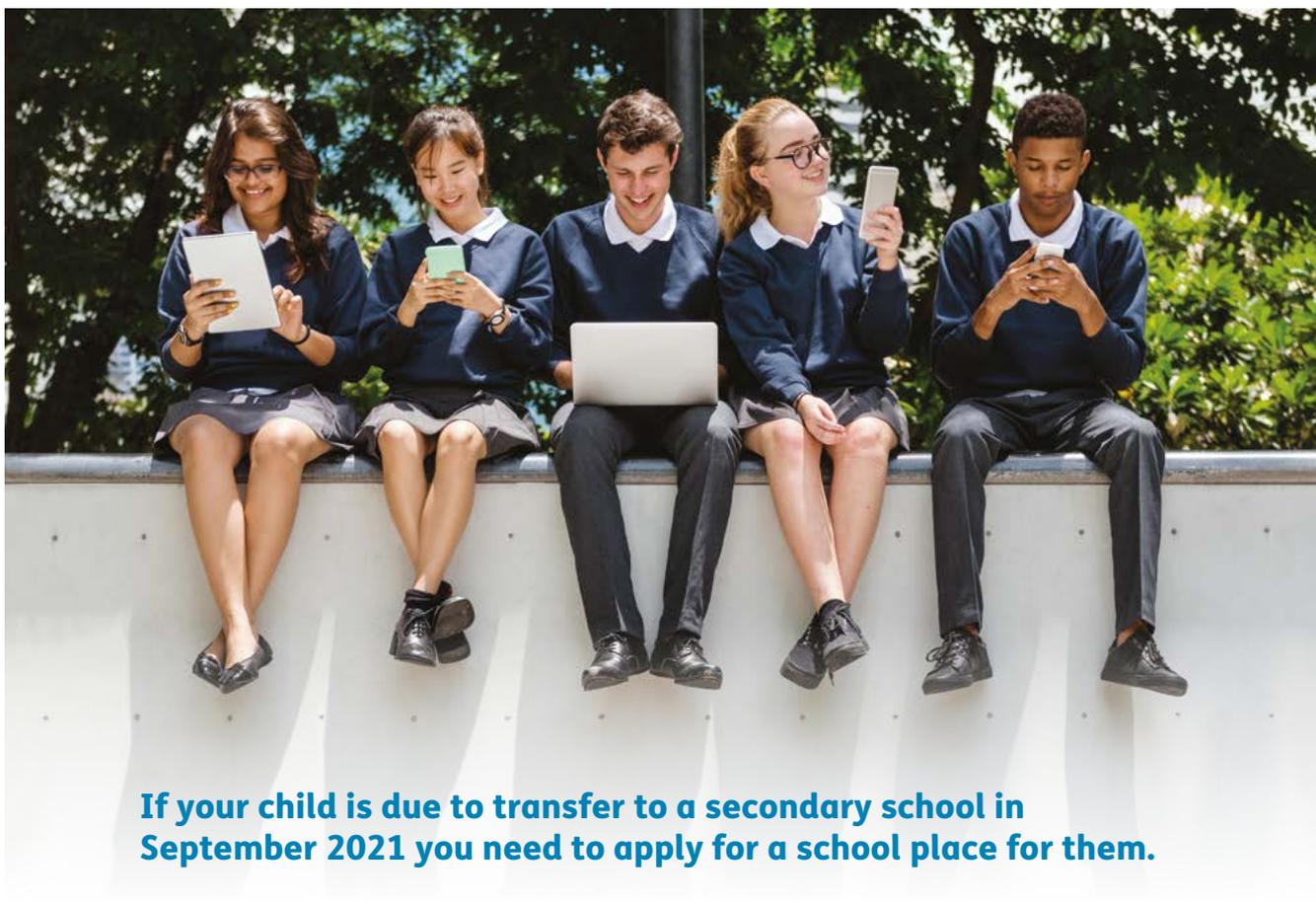
Apply online at: www.eadmissions.org.uk



Apply for a school place at www.eadmissions.org.uk



From 1 September 2020 you can apply for a school place online



If your child is due to transfer to a secondary school in September 2021 you need to apply for a school place for them.

The benefits of applying online:

- it is quick and easy to do
- the system is available 24 hours a day, seven days a week up until the closing date, **Saturday 31 October 2020**
- you can log in and change your application as many times as you like up until 11.59pm on the closing date
- you can register your mobile phone to receive reminder alerts
- you can attach documents to your application
- the system is secure and your information is safe
- the system helps you by checking for errors and telling you if you forget to fill anything in
- you will be sent an email with the outcome of your application during the evening of **Monday 1 March 2021**.

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Message from Councillor David Longstaff

Barnet is very proud of the diversity of its schools, all of which provide an excellent education. Pupils educated in our borough achieve some of the best examination results in the country, both at GCSE and A level.

At the same time, local schools provide a wide range of sporting, musical and other activities that give children a rich and broad education. We know that the secondary school application process can seem daunting, schools and the council together work hard to make the process as smooth as possible.

The admissions system is co-ordinated across the whole of the London area and is operated by all 33 London boroughs. This booklet explains that co-ordinated secondary transfer process in detail and also provides information about all the secondary schools in Barnet.

It is important that you read the booklet carefully and look closely at each school's admissions criteria in order to make the right choice for your child.

All Barnet schools have open events where you will be able to find out more about the schools that interest you. Further details are on page 19 of this booklet.

I hope that your child will enjoy his or her time at secondary school and I am sure the education children receive in Barnet will give them the skills, knowledge and qualifications to help them succeed in their future lives.



Councillor David Longstaff

Chairman of the Children, Education
and Safeguarding Committee

About this booklet

This booklet will help you understand the admissions process when your child transfers to secondary school in 2021.

In this booklet we explain:

- how to choose a school
- how to fill in the application form
- how school places are allocated
- what happens if we cannot offer your child a place at a school you have chosen.

In this booklet you will also find:

- the secondary transfer timetable
- descriptions of all the secondary schools and academies in Barnet
- a schedule of open evenings.

There is also information about:

- in-year admissions
- fair access protocol
- placing children outside their correct year group
- post-16 education
- school meals
- help with travel costs
- school uniform.

When does my child transfer to secondary school?

- children born between **1 September 2009** and **31 August 2010** will transfer to secondary school in 2021.
- if your child has an Education, Health and Care Plan (EHCP), the arrangements for your child's transfer will be different and these will be explained to you by the SEN Team. For more information contact **SENadmin@barnet.gov.uk**



Secondary transfer timetable

Date	What happens?
1 September 2020	Applications open at www.eadmissions.org.uk
25 June - 7 October 2020	School open events (see page 19 for details)
31 October 2020	Closing date for applications
1 March 2021	National Offer Day Applicants notified of their result by email
16 March 2021	Acceptance deadline
March – September 2021	Further offers from waiting lists
May – July 2021	Appeal hearings

Co-ordinated admissions

Each year, over 100,000 pupils living in London transfer to secondary schools.

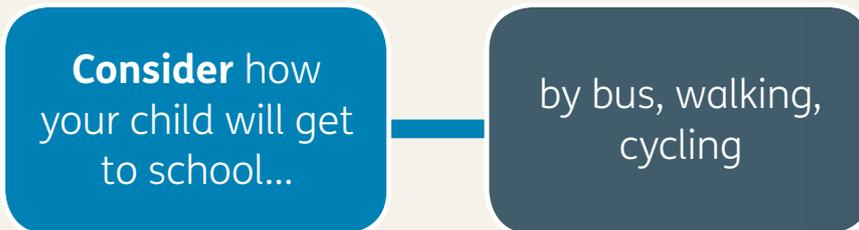
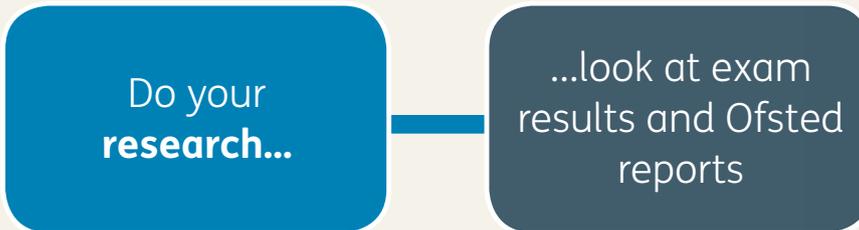
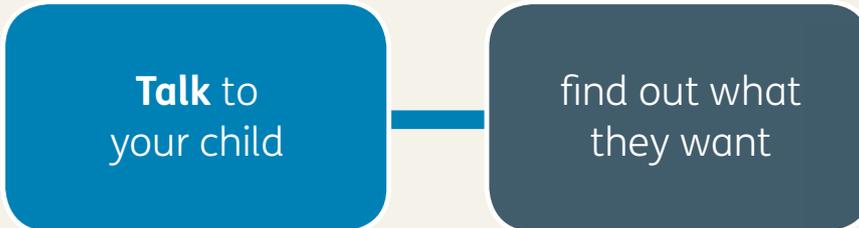
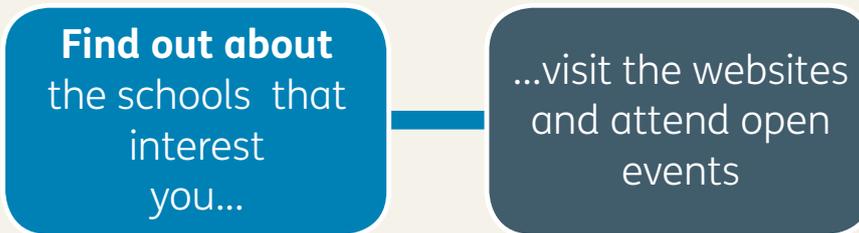
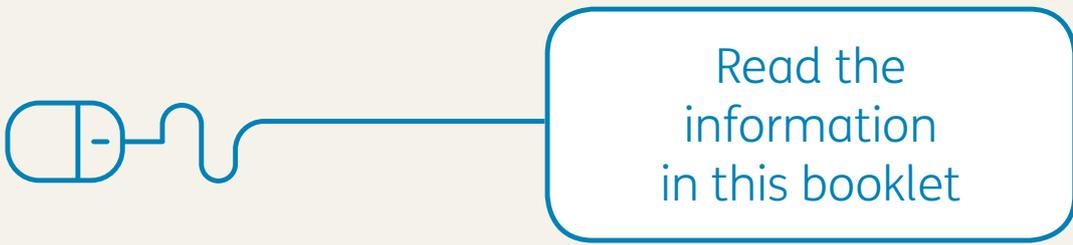
All London boroughs work together on the secondary transfer process and this is known as the Pan-London co-ordinated admissions scheme.

How the scheme works

- you can apply for up to six schools
- the application is submitted to the local authority where you live
- you can apply for schools in Barnet or elsewhere
- a computer system is used to exchange information about Barnet residents applying for schools outside the borough, and other boroughs can tell us about their residents wishing to apply to Barnet schools
- if a school is oversubscribed, its published admissions criteria is used to decide who should be offered a place
- the scheme makes sure that no child is offered more than one school place
- you will get the result of your application on **1 March 2021**.

Choosing a school

Before you make your application:



Read the school prospectus...

available from the school

Talk to the Admissions Team...

we can give you advice and answer your questions

Don't listen to gossip...

what's right for other children may not be the same for your child

Think about how realistic your choice is

most schools get more applications than they have places available so...

...look at the admissions criteria and the cut off distance for each school



Mythbusters

Answers to those playground myths:

Myth: **My child has a right to a place at one of my choices**

Fact: The schools listed on your application are preferences. We will offer your child the highest preference possible but if your child does not qualify for a place at any of your preferred schools, we will allocate a place at the nearest school with a vacancy.

Myth: **It does not matter if my application is late**

Fact: Applications submitted after 31 October will not be processed until after all those submitted on time and it is very unlikely that your child will be offered one of your preferred schools.

Myth: **Listing one school will give me a better chance of getting that school**

Fact: If you list only one school and your child does not qualify for a place under the school's admissions criteria, we will offer a place at the nearest school with a vacancy.

Myth: **I can only apply for Barnet schools**

Fact: You can apply for both Barnet and out of borough schools by listing them on the Barnet application form.

Myth: **Children in my road go to the school so my child will too**

Fact: The number of children offered under each criterion at each school can change every year so just because you know children living near you go to a certain school, this does not mean that your child will be offered a place there.

Myth: **If I apply to a school in another borough, their residents will have priority over my child**

Fact: An admissions authority cannot give priority to its own residents and published admissions criteria cannot include the borough of residence.

Myth: **I have an older child already at the school so my other child will automatically get a place**

Fact: Everyone must apply for a school place even if there is an older child at the school. Many schools give priority to siblings but this does not guarantee a place if there are other children who qualify under a higher criterion.

Myth: **Listing the same school six times will improve my chances of being offered a place**

Fact: Your child can only be considered once for a school so any duplicated preferences will be deleted.

Myth: **I live nearer to the school than the last child offered under the distance criterion last year so my child is guaranteed a place**

Fact: Although the information in the allocation table on page 21 can give you an idea of how likely it is that your child will be offered a place at your preferred school, the furthest distance offered will change every year. We cannot guarantee that any child will be offered a place at any school.

Apply online

When you have decided which schools you want to apply for, you are ready to fill out your application form at www.eadmissions.org.uk

1 Getting started

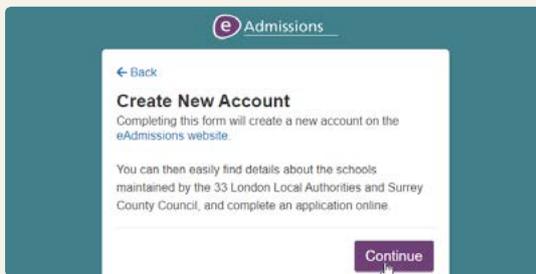
- applications open on **1 September 2020**
- you will need an email address to register and create a new account
- you will then be ready to login to your account and start your application

2 Register to apply

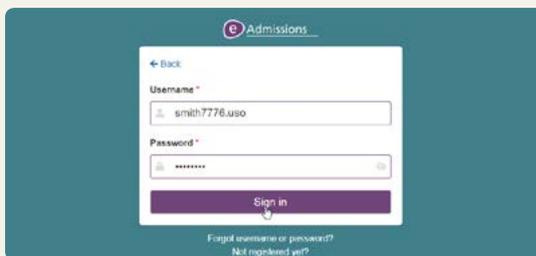
- go to www.eadmissions.org.uk
- choose one of the options to 'Register' on the home page



- Click 'Continue' and then fill in your details



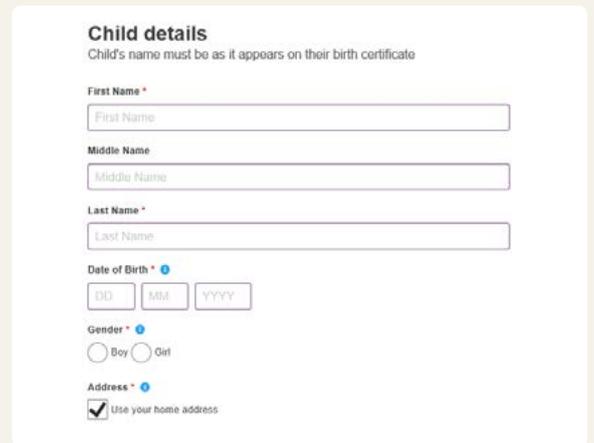
- set a password for your account
- setup security questions that you will need if you forget your username or password



- you will be sent an email with a link to validate your email address
- you must complete the validation process in order to make your application
- if you already have an account, login with the username and password from your previous application
- click 'Login to eAdmissions' to start your application

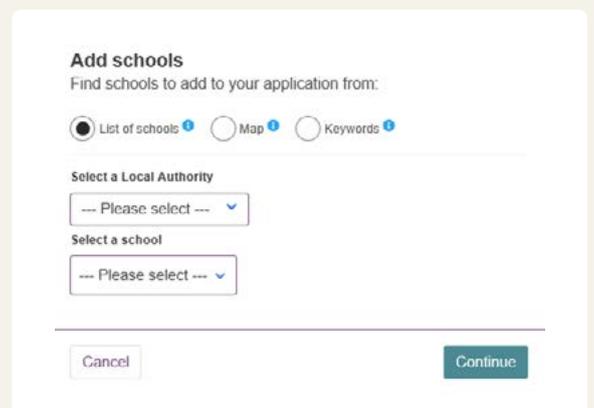
3 Adding your child's details

- click 'Start application'
- make sure you enter the information accurately
- make sure you only apply for a child born between **1 September 2009 – 31 August 2010**
- if you enter the wrong date of birth you will not be able to go on to the next step
- click 'Save and Continue' to finish filling in your child's details



4 Adding a school

- select the local authority where the school is situated
- select the school you want to apply for
- click 'Continue'
- answer the questions about the selected school (e.g. whether there is a sibling at the school)
- repeat these steps for each school



5 Submitting your application

- check all the details are correct
- read and agree the declarations by clicking in the boxes
- click 'Submit application'
- you will be sent a confirmation email with an Application Reference Number

Declaration

By submitting this form I agree to the following:

- I have read the admissions guidance issued by the Local Authority for each school I have selected.
- I wish to apply for a place at each of the schools named above and have listed these in my order of preference.
- I will keep the Local Authority informed of any change of circumstances (e.g. change of address) and failure to do so may make this application invalid or lead to the offer of a place being withdrawn.
- I understand that the Local Authority may take steps to verify any information relating to this application.
- I understand that any false or deliberately misleading information given on this form and/or supporting information may make this application invalid or lead to the offer of a place being withdrawn.
- I understand that the Local Authority where I live is under a duty to protect the public funds it administers and may therefore share the information I have provided in this application within the Local Authority and with other bodies administering public funds, for the detection and prevention of fraud.

I have read and accepted the above declaration

I have read and accepted the The London Borough of Barnet terms and conditions

[Submit application](#)

Check & submit application

Please check the information you have supplied and then use the 'Submit Application' button at the bottom of the page to submit your application for processing by your home Local Authority shown below.

 The London Borough of Barnet
020 8359 7651
school.admissions@barnet.gov.uk

302-2021-09-XXXXX

- an email confirmation will also be sent, this is proof that you have successfully submitted your application
- remember, you must submit your application by **31 October 2020**

6 Attaching documents

- once you have submitted your application you will be able to attach documents
- documents should be in JPG or PDF format and no bigger than 5MB
- if you are unable to scan a document you can attach a photograph of it

Supplementary Information Form (SIF)

All voluntary aided (faith) schools, some foundation schools, free schools and academies require you to complete a SIF to provide additional information, such as a reference from your priest/minister or information needed in order to arrange aptitude tests.

Jewish voluntary aided schools may also require you to provide a Certificate of Religious Practice (CRP). SIFs and CRPs are available directly from the school.

Check school websites for variations to the requirements relating to church attendance following the closure of churches, synagogues and other places of worship during 2020.

Please remember an application is not valid unless an application has also been submitted at **www.eadmissions.org.uk** and the school is named on it.



Apply for a school place at www.eadmissions.org.uk



From 1 September 2020 you can apply for a school place online

The following guidance will help you to complete your application

Your child's home address

The home address provided on your application form must be the child's permanent place of residence on **31 October 2020** and will be that where an adult or adults with parental responsibility for the child live. We will not accept a temporary address if you still possess a property that was previously used as a home address; nor will we accept a temporary address that is used solely or mainly to obtain a school place.

If you own a property, which is, or previously has been, used as a home address and you state that you are living at, and apply from a different address, we will consider the second address to be temporary. Therefore, we will use the address of the first property as the valid address for school admissions purposes.

If you move out of your home into temporary accommodation whilst it is being renovated, the home address will still be considered to be the child's permanent address. If you are renovating a property prior to moving in, we will not accept the new address until you have moved. If you own or rent a property, and you buy or rent another property or live with family or friends temporarily, and state that this is your and your child's home address, we will not use the second address for school admissions purposes.

All school admission applications for school places are subject to address checks to ensure school places are allocated fairly and in accordance with published admission arrangements. These checks may be made using council systems, agencies, fraud departments, other education settings, or other resources available to us. Applicants may also be asked to provide additional evidence to support their application.

It is for the home local authority to determine if, on the balance of probability, the address given on an application is a child's normal place of residence, or is considered to be an address of convenience. Some examples of circumstances which may fall under this definition are as follows:

- using the address of a relative, friend, childminder or business
- using the address of a parent with whom the child spends the majority of the week
- use of a rented or second owned property address on a temporary basis which gains advantage in the admissions process whilst still continuing to own or rent an alternative property
- use of a local address whilst the child lives overseas

In making a decision, the following factors will be taken into account alongside any evidence seen during the address checking process:

- the preference schools and if they are oversubscribed
- if the address being used gains an advantage in the admissions process
- the distance of the properties to the preference schools
- the length of time the arrangement has been in place
- current education providers and services working with the family
- any state benefits in payment.

If an address of convenience is found to have been used, the local authority will determine the address to be used based on the evidence found in their investigations.

If a fraudulent address or address of convenience is found to have been used after the allocation of places, any offer made will also be withdrawn, and this may be the case even if the child has started the school. We may also carry out additional checks with the new school to see whether the child's home address has changed since the application and will investigate applications where:

- there are any doubts about the information originally provided
- information has been received from a member of the public to suggest that misleading information has been provided and a fraudulent application made
- the Council Tax is in a different name than the applicant's

Children living at two addresses

If parents live separately, the application should be made by the parent the child normally lives with from the address which s/he attends primary school. Where a child lives with parents with shared parental responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence.

If a child's residence is split equally between both parents, then parents will be asked to determine which residential address should be used for the purpose of admission to school and a copy of any custody or residency order submitted with the application.

If no joint declaration is received and the residence is split equally, the home address will be determined to be the address where the child is registered with the doctor. However, all evidence will be taken into account. If the residence is not split equally between both parents then the address used will be the address where the child spends the majority of the school week.



Custody issues cannot be resolved by the local authority. If parents are going through a separation or divorce and do not live together but share parental responsibility, the local authority will disclose details of a child's application if one of the parents requests this information.

The final decision about which address is to be used for admission purposes will be made by the Admissions Team

Applications from overseas

Applicants living overseas may only submit an application if they have a linked address within the local authority area, and documentary evidence can be supplied to show they will return to the address prior to the September in the year of entry; this address must not be an address of convenience.

If parents/carers wish to discuss their circumstances prior to making their application, they should contact the Admissions Team.

Children of UK service personnel

Families of UK Armed Forces personnel with a confirmed posting or Crown servants returning from overseas to live in Barnet can apply for a school place ahead of a move. However, the application must be accompanied by an official letter that declares the relocation date and a Unit postal address or quartering area address.

Change of address

We can only accept a change of address after you have moved. We will not use an intended future address (this includes where renovations are taking place prior to a move). If you change address, please notify us immediately and provide the evidence required (see Proof of address below). If you do not tell us about a move, or an intended move that has failed to take place, we may withdraw any school place that has been offered.

A change of address will only be taken into account if it takes place before **10 December 2020**. If we receive the required evidence before **10 December 2020** we will be able to use the new address to measure your home to school distance. If this information is received after **10 December**, we will not be able to update your address until after **1 March 2021**.

Proof of address¹

In order for us to verify your address, please provide your council tax reference number on your application (you can find this on your Council Tax bill).

You will also need to attach a scanned copy of one of the following documents to your application (or at least two documents if you cannot provide your council tax reference number):

- tax credit documentation
- a recent bank statement showing child benefit payments
- a recent (within 3 months) utility bill.
- your most recent rent, mortgage statement or tenancy agreement.

If your address has changed in the last two years, or if you move address after **31 October 2020**, we may ask you for further proof that your current address is your permanent home address.

If you have sold one property and purchased another, we will need to see all of the following:

- evidence of completion on the property sold
- evidence of completion on the property purchased
- closing utility account for the property sold
- the Council Tax reference number for the property purchased
- a utility bill for the property purchased.

If you have moved from one rented property to another, we will need to see all of the following:

- copy of termination of tenancy agreement on the previous property
- closing utility account for the previous property
- copy of tenancy agreement on the current property
- proof of payment of rent to the landlord on a regular basis
- the Council Tax reference number for the current property
- two utility bills for the current property
- if you are not liable for Council Tax or utilities you will need to provide official evidence that you are resident at that address (for example, child benefit letter, tax credit documentation, driving licence, child's medical card).

If this information cannot be provided, we won't be able to accept the new address and will continue to use the original address provided.

¹ We reserve the right to request confirmation of any address if we feel it is appropriate. We will also refer to any publicly available information, such as the electoral roll, where this is relevant

False or misleading information

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

Please realise that:

Providing false information to secure a school place is a criminal offence. Any applications suspected of being fraudulent will be referred to London Borough of Barnet's Corporate Anti-Fraud Team (CAFT) for investigation, if your application is proven to be fraudulent you may be prosecuted in addition to the school place being withdrawn

All information submitted to Barnet Council can be used in proactive data matching exercises to assist in the prevention and detection of fraud. If you know someone who intends to use, or has used, a false address to obtain a school place, you can report this confidentially to CAFT:

Fraud hotline: **020 8359 2007**

Email: **CAFT@barnet.gov.uk**

Online: **www.barnet.gov.uk/anti-fraud**

School preferences

Please remember that:

- you may list up to six schools in the order you prefer them with your most preferred school as number one
- the preference order is very important, think carefully about this as only one offer can be made
- you can include schools within or outside Barnet
- you should check the admissions criteria for each of your preferred schools to make sure your child meets these
- all applications are processed as though they were equally preferred
- your ranking does not affect your child's eligibility for a place at any Barnet school.

Changing your preferences

Please note if you want to make changes to your list of schools:

- you can change your preferences any time up until **31 October 2020** on 'Your Home Page'
- you cannot change your preferences after **31 October 2020** unless there are exceptional circumstances, such as a change of permanent address or a test result was received after **31 October** which may affect the likely outcome of the application.

Looked After Children and Previously Looked After Children

'Looked after' children and previously 'looked after' children are given the highest priority for a school place and are defined as:

- children in the care of a local authority, i.e. fostered or living in a children's home
- children who have left care through adoption, a child arrangements order or a special guardianship order.

Important – please see Keywords on page 89 for definitions of 'looked after' children and previously 'looked after' children. If you are a foster carer looking after a child in care, you must provide a letter from the child's social worker confirming the child's status as a 'looked after' child.

Children adopted from care outside England

The definition of previously 'looked after' children does not include children previously in care outside England. However, you may be able to request priority under an exceptional need category, see below.

Children with special educational needs

If your child has a statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP), the arrangements for your child's transfer to secondary school will be different. There is no online application process.

The SEN Team will write to you in September to explain what happens in detail. Your child will be allocated a school place in **February 2021**. For more information please contact **SENadmin@barnet.gov.uk**

Exceptional social/medical circumstances

Some schools give a higher priority to children with medical or social needs. If there is an exceptional medical or social reason why you want your child to attend a particular school, it may be taken into account. Check the oversubscription criteria for the school to see if there is a medical/social category. If there is, you can attach evidence to support your application.

Late applications

Applications received after 31 October will be treated as late. Late applications will not be considered until we have allocated school places for the applications that were received on time.

This means that late applicants are unlikely to be offered one of their preferred schools. If there are exceptional reasons why your application is late; for example the death or serious illness of a close relative, or you moved to the area after the closing date, you must submit a Reason for Late Application Form at www.barnet.gov.uk/schooladmissions by **10 December 2020** at the latest.

Data protection and sharing information

We need to collect and share information in order to deliver our services effectively. We take our responsibility to protect your data seriously and we will use it in accordance with the legal requirements of the Data Protection Act 2018 and The General Data Protection Regulation (GDPR).

For the purpose of processing your application for a school place we may share information you provide to deal with your requests, administer departmental functions and meet our statutory obligations; this may include sharing your information with schools, other local authorities, children's services and London Grid for Learning (LGfL) who process data on our behalf.

If you want to know more about how your information is used visit www.barnet.gov.uk/privacy

How places will be allocated

When all the on-time applications have been submitted, the allocation process will begin:

- we will let other local authorities know about any preferences you have made for schools in their area
- we will also let any voluntary aided schools, free schools and academies in Barnet have details about your child if you have included any of these schools in your list of preferences
- your rankings will not be passed on to individual schools
- all your preferences will be processed by applying each school's oversubscription criteria to decide which children should be offered places
- the oversubscription criteria for our schools and academies are shown on pages 26 to 81.

When all the applications have been considered:

- ranked lists will be drawn up for all schools
- we will co-ordinate all the offers and exchange information with other local authorities
- if your child can be offered more than one school, we will offer the school you have ranked the highest
- lower preferences are automatically withdrawn at this stage
- all withdrawn preferences will be offered on to other children
- no child will be offered more than one place
- if it is not possible to offer a place at any of the schools you have chosen we will, if possible, allocate your child a place at an alternative school. This will usually be the nearest school with a vacancy.

Withdrawal of offers

Places offered at oversubscribed schools will be withdrawn if:

- the offer was made in error
- the offer was made on the basis of fraudulent or intentionally misleading information
- the offer was made on the basis of information that cannot be verified to the satisfaction of the Admissions Team or later proves to be inaccurate
- the applicant has not responded to correspondence within a reasonable period of time.

If your child's place is withdrawn you have the right of appeal against this decision.

National Offer day – 1 March 2021

- you will receive an email with the outcome of your application during the evening of **1 March 2021**
- if you have registered for text messaging you will also get a message to inform you that the outcome of your application is available to view online
- you should wait until you receive your email before logging into your eAdmissions account for further information
- if you forget your login details you need to go the login page and select 'Forgotten your username or password'
- all applicants who are not offered a place at their first preference school will be informed what happens next.
- Please accept the school place you have been offered by **15 March 2021**. Log into your eadmissions account, go to your 'My school admissions' page and select 'View outcome and respond'
- please remember to 'submit' your response otherwise we will not receive it.

If you are not accepting the offer you must tell us why, for example if:

- your child has been offered a place at an independent school
- you are moving out of the area.

Please select the appropriate option on the response page. It is important that you inform us so that we can offer the place to another child.

What happens if you have not been offered your preferred school?

Waiting lists

- if your child does not get a place at any of your preferred schools, their name will remain on the waiting lists for your preferred Barnet schools
- your child's name will remain on the waiting list for any Barnet school listed higher on the application form than the school we have offered
- all lower preferences will be have been withdrawn so if you want your child's name to be added to the waiting list for a lower ranked school to the one your child has been offered, you will need to send us an email and tell us your reasons. You will also need to re-rank the order of your preferences.
- we can also add your child's name to the waiting list for a school that you did not list on your application form
- waiting lists are ordered in accordance with the admissions criteria
- time spent on a waiting list is not taken into account and it is possible that your child's position may go down as well as up.

Please note: waiting lists for Barnet schools are closed at the end of each academic year* so you will need to submit a new application if you want your child to be placed back on a waiting list.

Please apply for an In-Year place by visiting www.barnet.gov.uk/schooladmissions and following the link to **In-Year admissions**.

Appeals

If your child is not offered a place at any of the schools listed on your application form, you have the right of appeal:

- for Friern Barnet School you can lodge an appeal online at www.barnet.gov.uk/schooladmissions
- for all other schools and academies you will need to contact the school/academy directly for further information
- appeals are heard by an independent panel and normally take place between May and July
- each case is decided on individual merit and only exceptional circumstances are likely to lead to a successful appeal
- no places are reserved for successful appeals, so any appeals allowed are likely to increase the school's intake above the admission limit
- the fact that a school is single sex or that the school is a child's or parents' particular choice, or that other schools with vacancies involve a longer journey is unlikely to lead to a successful appeal
- decisions made by the appeals panel are binding on the local authority and the school
- accepting a place at another school will not affect your chances of having a successful appeal
- you can only have one appeal for each school in the same academic year unless there are significant changes in your circumstances
- further information about the appeals procedure will be included with your notification on **1 March 2021**.

After 1 March 2021

Offers

- some parents may decide not to accept the school place offered to their child
- when a place becomes available it will be offered to the next child on the waiting list
- a second round of offers will be made at the end of March
- if it is still not possible to offer your child a place at one of your preferred schools and you do not wish to accept a place at the school that has been allocated, you will become responsible for securing suitable education for your child.

* with the exception of Queen Elizabeth's (Boys) School, The Henrietta Barnett School and St Michael's Catholic Grammar School, which will close at the end of December 2021.

Open evening dates

The schedule below was drawn up in the Spring with the expectation that open evenings would take place on school sites. However, whilst social distancing measures are in place it is likely that these will not go ahead as planned and schools will hold virtual events instead.

Please check individual school websites for the latest information.

Thursday 10 September	6 - 8.30pm Final admission 8pm	Queen Elizabeth's Girls' School , High Street, Barnet, EN5 5RR
Monday 14 September	7.30pm 6.30 - 9pm	Hasmonean High School for Girls , Page Street, Mill Hill, NW7 2EU
Tuesday 15 September	6 - 8.30pm 5.30 - 8pm Final admission 7.30pm 6.30 - 9pm	London Academy , Spur Road, Edgware, HA8 8DE Wren Academy Finchley , Hilton Avenue, N12 9HB Hasmonean High School for Boys , Holders Hill Road, Hendon NW4 1NA
Wednesday 16 September	5.30 - 7.30pm 6 - 8.30pm	Bishop Douglass School , Hamilton Road, East Finchley, N2 0SQ Cophall School (Girls) , Pursley Road, Mill Hill, NW7 2EP
Thursday 17 September	5 - 8.30pm Final Admission 7.30pm 6 - 8.30pm 6 - 9pm	Mill Hill County High School , Worcester Crescent, NW7 4LL St Andrew the Apostle Greek Orthodox School , North London Business Park, Brunswick Park Road, N11 1BF The Archer Academy , Lower School, Eagans Close, East Finchley, London N2 8GA
Monday 21 September	6 - 8.30pm Final Admission 8pm	East Barnet School , Chestnut Grove, East Barnet, EN4 8PU
Tuesday 22 September	6 - 8.30pm	Christ's College Finchley , East End Road, Finchley, N2 0SE
Wednesday 23 September	4.30 - 8pm 5.30 - 8pm	Whitefield School , Claremont Road, Cricklewood, NW2 1TR Friern Barnet School , Hemington Avenue, Friern Barnet, N11 3LS
Saturday 26 September	9.30am - 12.30pm	St Mary's and St John's CE School , Stamford Raffles, Downage, Hendon, NW4 1AB
Monday 28 September	4.30 - 8pm	Ark Pioneer Academy , Westcombe Drive, Barnet, EN5 2BE
Tuesday 29 September	5.30 - 8pm 5.30 - 8.30pm	The Totteridge Academy , Barnet Lane, Totteridge, N20 8AZ Finchley Catholic High School (Boys) , Woodside Lane, North Finchley, N12 8TA
Wednesday 30 September	5.30 - 8pm 5.30 - 8pm	Hendon School , Golders Rise, Hendon, NW4 2HP St James' Catholic High School , Great Strand, Colindale, NW9 5PE
Thursday 1 October	5.45 - 9pm Final admission 8.15pm 5.30 - 8pm 5 - 8.30pm	JCoSS (Jewish Community Secondary School) , Castlewood Road, New Barnet, EN4 9GE Saracens High School , Lanacre Avenue, Colindale NW9 5FN The Compton School , Summers Lane, North Finchley, N12 0QG
Wednesday 7 October	6.30pm	Ashmole Academy , Cecil Road, Southgate, N14 5RJ

Barnet Schools

Information about the types of secondary school

Barnet has 28 secondary schools

Community schools (1)

Community schools are owned and funded by Barnet Council.

Our community comprehensive school is:

- Friern Barnet School

Voluntary aided schools (6)

Voluntary aided schools are owned by religious or voluntary bodies but funded by Barnet Council. The school governors are responsible for setting admissions criteria.

The seven Barnet voluntary aided schools are:

- Finchley Catholic High School
- JCoSS
- Menorah High School for Girls
- St Michael's Catholic Grammar School
- St James' Catholic High School
- St Mary's and St John's CE School

Academies and free schools (21)

Academies are independent of the local authority and funded directly by the government. Although the governors are responsible for setting admissions criteria, academies are required to participate in co-ordinated admissions arrangements.

The 19 Barnet academies and free schools are:

- The Archer Academy
- Ark Pioneer Academy
- Ashmole Academy
- Bishop Douglass Catholic School
- Christ's College Finchley
- The Compton School
- Cophall School
- East Barnet School
- Hasmonian High School for Boys
- Hasmonian High School for Girls
- Hendon School
- The Henrietta Barnett School
- London Academy
- Mill Hill County High School
- Queen Elizabeth's School Barnet
- Queen Elizabeth's Girls' School
- St Andrew the Apostle Greek Orthodox School
- Saracens High School
- The Totteridge Academy
- Whitefield School
- Wren Academy

University Technical Colleges and Studio Schools (0)

UTCs are technical academies for 14 to 19-year-olds. They are independent of the local authority and have university and employer sponsors. UTCs combine practical and academic studies and specialise in subjects that need modern, technical, industry-standard equipment.

Studio Schools are innovative schools for 14 to 19-year-olds. They are independent of the local authority and are backed by local businesses and employers. Studio Schools often have a specialism, but focus on equipping young people with a wide range of employability skills and core academic subjects.



How places were allocated at Barnet Secondary Schools on 2 March 2020

How places were allocated at Barnet Secondary Schools on 2 March 2020

Name of School	Places available	No. of On-time Applications	Criteria	No. of Places offered	Furthest distance offered (Miles)
Archer Academy (The)	162	954	Pupils with an Education, Health and Care Plan	10	
			Looked After Children	1	
			Children of Founders	1	
			Children of Staff	1	
			Siblings	44	
			N2 Priority Postcode	48	0.322
			N3 Priority Postcode	36	0.955
NW11 Priority Postcode	21	1.074			
Ark Pioneer Academy	180	646	Pupils with an Education, Health and Care Plan	5	
			Looked After Children	1	
			Siblings	8	
			Proximity	166	3.328
Ashmole Academy	261	1353	Pupils with an Education, Health and Care Plan	8	
			Looked After Children	2	
			Siblings	90	
			Children of Staff	4	
			Geographical Distance	138	0.598
Music	19				
Bishop Douglass	180	338	Foundation – Baptised Catholics	36	
			Foundation – Partnership Schools	1	
			Foundation – Other Christians	18	
			Foundation – Other Faiths	11	
			Foundation – Others	6	
			Community – Distance	98	5.108
Christ’s College	180	600	Siblings	46	
			Geographical Distance	134	2.651
Compton School (The)	210	1270	Pupils with an Education, Health and Care Plan	9	
			Looked After Children	2	
			Siblings	76	
			Geographical Distance	93	0.727
			Feeder School – Moss Hall	18	1.161
			Feeder School – Manorside	3	5.028
Feeder School – Martin	9	1.071			
Copthall	180	344	Siblings	46	
			Geographical Distance	133	6.598
East Barnet	210	880	Pupils with an Education, Health and Care Plan	8	
			Looked After Children	3	
			Siblings	90	
				2	
			Geographical Distance	107	0.87

Name of School	Places available	No. of On-time Applications	Criteria	No. of Places offered	Furthest distance offered (Miles)
Finchley Catholic High	180	449	Practising Catholic Child in Care	2	
			Practising Catholic Child with Exceptional Medical/Social Needs	2	
			Practising Catholics with Siblings	38	
			Practising Catholics	138	4.945
Friern Barnet	162	453	Pupils with an Education, Health and Care Plan	9	
			Siblings	24	
			Geographical Distance	112	6.052
			Performing Arts Potential	7	
Hasmonean High School for Boys	90	180	Orthodox Jewish With Siblings on Roll	77	
			Orthodox Jewish Only or Eldest Child	13	0.944
Hasmonean High School for Girls	75	154	Orthodox Jewish With Siblings on Roll	43	
			Orthodox Jewish Only or Eldest Child	32	2.364
Hendon School	208	561	Pupils with an Education, Health and Care Plan	2	
			Band A - Sibling	13	
			Band A - Distance	36	
			Band A - Children of Staff	1	
			Band B - Sibling	22	
			Band B - Distance	41	
			Band C - Sibling	14	
			Band C - Distance	30	
No Band	47				
Henrietta Barnett (The)	104	409	Academic Ability - Eligible for Pupil Premium	7	
			Academic Ability - Live within 3 miles	31	
			Academic Ability - All Other Candidates	66	
JCoSS	180	729	Pupils with an Education, Health and Care Plan	8	
			Jewish Children in Care	2	
			Jewish - Siblings	108	
			18 Distance Places (Jewish Children)	18	1.316
			Children of Staff	1	
			Other Jewish Children (Random Allocation))	43	
London Academy	210	486	Siblings	64	
			Attending Feeder School	15	
			Children Eligible for Pupil Premium	1	
			Geographical Distance	130	11.457
Menorah High	60	98	Jewish - Siblings	29	
			Other Jewish Girls (Random Allocation)	31	
Mill Hill High	243	1344	Pupils with an Education, Health and Care Plan	10	
			Looked After Children	3	
			Geographical Distance	111	0.948
			Siblings	57	
			Children of Staff	2	
			Technological Aptitude	24	
				24	
Dance Aptitude	12				

Name of School	Places available	No. of On-time Applications	Criteria	No. of Places offered	Furthest distance offered (Miles)
Queen Elizabeth's Boys'	192	998	Academic Ability	192	
Queen Elizabeth's Girls'	210	679	Children in Care	1	
			Siblings	32	
			Geographical Distance	177	3.8
St Andrew the Apostle	150	356	Sibling	30	
			Practising Greek Orthodox	35	
			Practising Wider Faith	6	2.015
			Geographical Distance	60	7.66
St James' Catholic High	240	572	Pupils with an Education, Health and Care Plan	4	
			Catholic - Siblings	39	
			Catholic - Distance	99	
			Other Catholics	13	
			Eastern Orthodox Children	18	
			Other Christian Denominations	13	
			Any Other Applicants	52	4.228
St Mary's and St John's CE	180	586	Pupils an Education, Health and Care Plan	1	
			Pupils currently on roll in Year Six	74	
			Siblings	25	
			Music	7	
			Faith	29	
			Band 1 Open - Geographical Distance	1	0.344
			Band 2 Open - Geographical Distance	9	0.728
			Band 3 Open - Geographical Distance	20	3.015
Band 4 Open - Geographical Distance	13	1.727			
St Michael's Catholic	128	320	Academic Ability	128	
Saracens High	168	427	Pupils with an Education, Health and Care Plan	1	
			Exceptional Medical/Social Needs	2	
			Siblings	28	
			Geographical Distance	137	1.393
Totteridge Academy (The)	180	618	Looked After Children	2	
			Children of Staff	3	
			Siblings	32	
			Geographical Distance	143	2.799
Whitefield	150	221	Siblings	21	
			Children of Staff	1	
			Geographical Distance	116	8.354
Wren Academy	184	1500	Pupils with an Education, Health and Care Plan	7	
			Looked After Children	3	
			Siblings	81	
			Children of Staff	3	
			Foundation - Church of England	27	1.146
			Foundation - Other Christian Denomination Church	18	0.868
Community- Geographical Distance	45	0.411			



Secondary schools and academies in Barnet

The following pages (26 - 81) have been written by the schools themselves. Barnet Council has made every effort to ensure accuracy but responsibility for the content lies with the individual schools.

Oversubscription criteria

When more applications are received than there are places available, schools and academies will use their 'oversubscription criteria' to decide who will be offered places.

The oversubscription criteria at voluntary aided schools, foundation schools and academies may be subject to review and you are advised to check the schools' websites for the finalised criteria before making an application.

How we calculate home to school distances

We use the Synergy Admissions and Transfers system to calculate the distance from your child's home (the start point) to the school (the end point). The system calculates the distance in miles to three decimal places. The routing database uses two dimensional maps. This means it does not take into account any contours or terrains.

The start point (applicant's home)

For calculation purposes, the local authority uses the AddressBase database supplied by Ordnance Survey to determine the start point from the applicant's address. This provides a national grid co-ordinate and a unique property reference number (UPRN) for each property in Great Britain. The grid reference is provided to a resolution of 0.1 metre (10cm).

Calculations are based on the assumption that the child's home address is classified at the point of application as a residential address. If you live in a block of flats where you use a communal entrance, the local authority will use the UPRN for the block and not the centroid of your individual flat for the distance calculation.

The end point (school)

Unless otherwise stated, the main gate to the school is used as the end point for calculation purposes.

Please note that you cannot compare distances produced on the local authority's Synergy system to those calculated using any online geographical information system software you may have access to, such as satellite navigation systems or Google maps.

Admission limit for Year 7	162
Age range	11-16

www.thearcheracademy.org.uk

About our school

Aims and expectations

We aim to be an outstanding secondary school at the heart of our community, providing girls and boys from all backgrounds with the education and inspiration they need to live successful and fulfilling adult lives:

- **realising potential** – We encourage all our pupils to pursue academic excellence and achieve to the best of their abilities
- **inspiring creativity** – We place a firm emphasis on critical thinking and creative abilities across all aspects of the curriculum, encouraging our pupils to become well-rounded, inventive and self-motivated adults
- **engaging with our community** – We foster a culture of respect and concern for pupils, teachers and the wider community, and encourage full participation in both the life of the school and the world outside.

Type of school

Co-educational comprehensive academy

Supplementary Information Form

No

Specialism

English and Maths

Uniform

Required for all pupils



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. 'looked after children' and children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been 'looked after'
2. children whose parents are Founders of the Archer Academy and who have been granted this provision by the Secretary of State for Education
3. children who will have siblings in the school at the time when they are admitted to the school
4. children of staff (teaching or support) of the school, provided they have been directly employed for a minimum of two years at the time at which the application for a place is made, or have been recruited to fill a post where there is a demonstrable skills shortage. (The definition of a direct employee is an employee holding a contract of employment with the school)
5. children in the priority catchment area – which is the postcode areas N2, N3 and NW11 – as follows: 45% of places will be offered to children whose home address is within N2, 35% to children whose home address is within N3 and 20% of places to children whose home address is within NW11. Any fraction of places that remain when dividing places to each postcode will be allocated to applicants in the N2 postcode. Places will be offered to those children who live closest to the school, based on measuring distance in a straight line from the front gate of the Lower School Stanley Road campus to the front door of the applicant's home

6. after places have been filled under the first five criteria, any remaining places will be offered on a geographical basis with priority given to children who live closest to the school, based on measuring distance in a straight line from the front gate of the Lower School Stanley Road campus to the child's home.

Attendance, discipline and pastoral arrangements

Good behaviour and firm discipline are the basis of a happy and productive learning environment, so we will set high expectations for the standards of behaviour in our school.

This is underpinned by a nurturing house structure and a culture that celebrates hard work and achievement in all aspects of school life. We have a zero tolerance attitude towards bullying, and act swiftly to prevent small problems from becoming big ones.

Facilities/Extra-curricular activities

Our enrichment programme is a central part of Archer Academy life. All Archer students take part in enrichment activities at the end of the formal school day on a Tuesday and Thursday, to enable them to learn important skills that help them in and beyond their lessons and to discover their hidden talents and passions.

The programme offers more general opportunities for students in Years 7 and 8, becoming more tailored once they reach Year 9. We also offer a range of extra sport, language and performing arts opportunities before, during and after the formal school day.

You and your child's progress

Every student is given an individual learning plan, which includes ambitious, measurable targets for them to work towards. We monitor their progress regularly, and hold termly review sessions which give pupils and their parents the opportunity to identify any issues and be clear about any actions that are needed.

Curriculum and homework

We offer a broad and balanced curriculum that follows the National Curriculum. In Year 7, 25% of the timetable is dedicated to our specialist areas, English and Maths. However, our curriculum delivers a wide range of other subjects and skills, including sciences, modern languages, humanities and the creative and performing arts. We also set aside time for a range of competitive sports. Homework is set in all subjects.

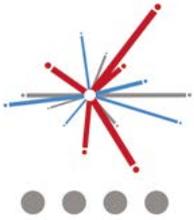
Teaching and learning

The success of our school lies in the hands of our teaching staff, who enthuse and educate our pupils in equal measure. The structure of the Archer Academy has been designed to allow our staff to nurture the academic, social and emotional potential of each child.

All of our teachers are fully qualified. Outside of the usual curriculum, we offer regular Bright Ideas lectures, designed to inspire and engage our students in their learning, develop them as independent thinkers and help them stretch and challenge themselves through discussion and debate.

Education after 16/ Sixth form curriculum

We are delighted to have a strategic partnership with both Woodhouse College and Barnet Southgate College which creates exceptional opportunities for students. Archer Academy students are given priority places at both colleges.



Ark Pioneer Academy

Westcombe Drive, Barnet, London EN5 2BE

Headteacher
Aishling Ryan

tel: 020 3116 6389
email: info@arkpioneer.org

DFE code 302 4013

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	11-18

www.arkpioneer.org

About our school

Ark Pioneer: Prospective parents and children are invited to our open evening event on Monday 24th June to hear from the school principal, followed by an opportunity to ask questions.

Our open evening on 1st October will take place in our new building. Guided tours will take place through the evening, with final admission at 7.30pm and the principal will present to parents at 6pm & 7pm.

Our open mornings through October will include guided tours during the school day. Dates will be published on our website; limited spaces for each. To book please email info@arkpioneer.org

Aims and expectations

Ark Pioneer is a brand new school that opened its doors to its first year 7 pupils in September 2019.

We believe local Barnet children should have access to a standard of education that is a match for the very best schools, state or private, in the country and this is what we will deliver. Every child has the ability to be an articulate, knowledgeable and successful individual and we will work tirelessly with our pupils to realise their potential and enable them to go to the best universities in the country.

Ark has already opened four other new schools in North London in the last ten years (King Solomon Academy, Ark Academy, Isaac Newton Academy and Ark John Keats Academy) and all have been judged outstanding by Ofsted. We believe Ark Pioneer will match these exceptional standards.

Ark Pioneer will offer 180 places for our second cohort of year 7 pupils in September 2020. Parents, if you share our values of high expectations, strong discipline and a rigorous academic curriculum, please join us at one of our open evenings or mornings to find out more.

Transport

Buses: 34, 107, 234, 263, 307, 326, 384, 389, 606, 634, N20

Nearest stations: High Barnet (0.5km), New Barnet (1.3km)

Type of school

Mixed-gender, non-denominational mainstream academy

Supplementary Information Form

A Supplementary Information form (SIF) is not required.

Uniform

All pupils will be required to adhere to our school's uniform and appearance policy. Details of our uniform can be found on our website.

Attendance, discipline and pastoral arrangements

Strong Discipline:

Ark Pioneer will have the highest standards for every member of the school community. We believe pupils learn best in an environment that is calm, respectful and focused on learning. We will teach pupils good discipline and how to conduct themselves well.

Poor behaviour will not be tolerated and will be dealt with quickly and effectively. We will work to develop a sense of responsibility in our pupils and to embed a common set of values.



Apply online at: www.eadmissions.org.uk For a quick, easy and secure application online

Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. 'looked after' children and children who have previously been a 'looked after' child but immediately following this became subject to adoption, a child arrangements order or special guardianship order
2. children of staff at the academy who occupy, or have been recruited to, a post where there is a demonstrable skill shortage. Ark Schools must approve the Principal's assessment process and designation of such posts to confirm the staff members' eligibility under this criterion. Priority will be limited to one place for each form of entry in any year (i.e. 6 places in each 6-form year group)
3. children who, at the time of admission, have a sibling who attends the academy. For this purpose, "sibling" means a whole, half or step-sibling or an adopted child resident at the same address
4. children of staff in the school who have been employed at the school for two or more years at the time the application is submitted. Ark Schools must approve the Principal's decision to allocate places to staff under this criterion. Priority will be limited to one place for each form of entry in any year (i.e. 6 places in each 6-form year group)
5. distance measurement – priority will be given to those children who live closest to the school.

The local authority measures distance on behalf of Ark Schools. London Borough of Barnet use Ordnance Survey and Synergy Admissions & Transfers system to calculate distance between the child's home and the main entrance to the academy.

Facilities/Extra-curricular activities

Enrichment Opportunities:

We want pupils to develop interests and passions that will give them enjoyment throughout their lives. Every pupil will take part in two enrichment activities per week.

Pupils will be able to choose from activities ranging from cooking, debating and drama to coding, football and playing in our orchestra. We will also offer subsidised music lessons.

First Class Facilities:

Our new purpose built school offers state of the art facilities for all our pupils, including a multi-court sports hall and fully equipped fitness centre, drama, art & technology specialist spaces and suites of chromebooks and desktop computers for pupil use.

Additionally, we will provide a morning breakfast club open to all pupils.

You and your child's progress

Knowing Every Child:

We will place significant emphasis on ensuring we know every child well. We will visit every pupil in their home with their family before they start at Ark Pioneer Academy.

High Aspirations:

At Ark Pioneer, we believe every pupil should have the opportunity to go to university or pursue the career of their choice. We will set challenging goals and provide individualised support to ensure each pupil makes rapid progress from their starting point and realises their potential. Parents will be invited to meet teachers three times a year to discuss their child's progress.

Curriculum and homework

Mastery Curriculum:

Our subject leaders will craft a rigorous curriculum in each subject that promotes curiosity, develops a depth of understanding and includes a thorough base of content. We are confident our curriculum offer will provide each pupil with a solid foundation for further study and preparation for university.

More time for learning:

Pupils at Ark Pioneer will have a longer school day, so that every pupil receives the teaching to fulfil their potential and ultimately secure a place at university.

Teaching and learning

Exceptional Teaching:

Our teachers will be curriculum experts, passionate about their subject and with high expectations of every pupil. They will cultivate energetic and engaged learners who work hard and participate fully in every lesson. Their belief in the growth mindset will ensure pupils are ready to embrace challenging academic material and can become successful lifelong learners.

Education after 16/ Sixth Form curriculum

Ark Pioneer will open its sixth form in 2024; we will offer A level courses across a range of academic subjects.



Ashmole Academy

Cecil Road, Southgate N14 5RJ

Headteacher
Derrick Brown

tel: 020 8361 2703
email: office@ashmoleacademy.org

DFE code 302 5406

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	261
Age range	11-18

www.ashmoleacademy.org

About our school

Aims and expectations

Ashmole Academy is a high performing school. We aim to enable students to develop to their fullest potential in all areas of school in order to prepare them as far as is practicable to be responsible members of society.

We create a friendly environment but insist on strict standards of behaviour and courtesy. We provide a school community which is rich in variety and diversity, where young people of both genders, of all abilities and from diverse cultural backgrounds work together to achieve their personal best.

Transport

Buses: 184, 121, 125, W6
Nearest stations: Southgate (Piccadilly Line)

Type of school

Academy

Supplementary Information Form

A Supplementary Information Form (SIF) is not required.

Uniform

All students in Year 7 – 11 are required to adhere to the schools uniform and appearance policy. There are also expectations of dress and appearance applying to Sixth Form students.

Attendance, discipline and pastoral arrangements

The school requires high standards of behaviour and attendance. Parents are contacted daily if a child is absent. Year groups are led by an Assistant Head Teacher supported by Learning Mentors. There is a Head of Transition that oversees the primary-secondary transfer.



Oversubscription criteria

(summary) see school website for full criteria

Up to 20 places will be allocated to children who show an aptitude for music. Each candidate will be invited to attend a written musical aptitude test at the Academy. Candidates will be notified in advance of the test date and venue. Further details are available from the Academy.

If there are more applications than the number of remaining places, places will be offered according to the following order of priority:

1. children who are 'looked after' under provision of the Children Act 1989 and including those children who have previously been looked after, meaning children who were adopted, or the subject of a child arrangements order or special guardianship order, immediately following having been looked after
2. children who have a sibling at the Academy at the date of application will be allocated places under this category by reference to the proximity of the child's home address. A "sibling" will include a full, half, step, adopted and foster brother or sister, as well as a child of a parent's partner with whom he or she has been cohabiting as if they were husband and wife or civil partners for a period of at least one year at the application deadline, and in all cases the sibling must be living permanently at the child's home address and being brought up within the same core family unit as a sibling to the applicant child
3. children with a parent who has been employed by the Trust for a) a period of at least two years at the application deadline, whether based at Ashmole Academy or Ashmole Primary School, or b) who were recruited to fill a vacant post for which there was a demonstrable skill shortage, will be allocated places under this category by reference to the proximity of the child's home address (as defined by this policy) to the Academy, with those living nearer receiving higher priority

4. pupils at Ashmole Primary School (part of Ashmole Academy Trust) who are transferring into secondary education. Children will be allocated places under this category by reference to the proximity of the child's home address to the Academy, with those living nearer receiving higher priority.
5. all other children who do not fall into any of the categories above will be allocated places by reference to the proximity of the child's home address (as defined in the Academy's policy) to the Academy with those living nearer receiving higher priority. Distance is measured by the local authority in a straight line between the address point for the child's home, supplied by Ordnance Survey, to the school's main gate using the Council's computerised geographical information system.

Waiting list

The names of all children who are unsuccessful in achieving a place in Year 7 [in the normal admissions round] will be automatically added to the waiting list for Year 7 until 31st December of the same school year in which they would otherwise be admitted.

Late applications

Late applications will be accepted but will not be considered until after all of the applications received on or before the application deadline have been processed, substantially reducing the chance of achieving a place.

The full policy with additional document are available on the Ashmole Academy website.

Facilities/Extra curricular activities

A purpose built school with outstanding facilities throughout. The school is very well resourced, has modern facilities and is fully compliant with needs for disabled access.

Extensive extra curriculum activities for all students in all year groups and all subjects.

You and your child's progress

Ambitious targets are set for every child which are normally achieved.

Progress is reported termly to parents. Progress towards targets is maintained regularly with parents able to see the progress being made.

Curriculum and homework

The curriculum is designed to meet the needs of students with a wide range of talents and abilities. It is designed to stretch the most able, to provide support for those needing additional help and to provide an education suitable for all pupils.

In Years 7 and 8, the school follows the National Curriculum. In Year 9, the school starts KS4 with GCSE options. The school has a specialist gifted and talented programme for the most able, which includes accelerated courses or additional options designed for preparation for university.

Homework is set in all subjects according to the timetable and increasingly available online. Teaching and learning.

The school provides a consistent high quality teaching throughout the school. Classes are initially mixed ability with setting progressively introduced from Year 7. There is a focus on practical and active learning. Students are thoroughly engaged and enjoy learning.

Education after 16/ Sixth form curriculum

Ashmole has a vibrant and highly successful high performing Sixth Form. The school offers a wide range of A level subjects. The school has specialist programme for university preparation and for gifted and talented students.



Bishop Douglass Catholic School

Hamilton Road, East Finchley N2 0SQ

Executive Headteacher
Martin Tissot

tel: 020 8444 5211

email: schooladmin@bishopdouglass.barnet.sch.uk

DFE code 302 5408

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	11-18

www.bishopdouglass.barnet.sch.uk

About our school

Aims and expectations

We are a thriving Comprehensive School located in East Finchley, that develop our students into well-rounded, mature, high-achieving young people. Our nurturing environment allows them to flourish and our students achieve outstanding results year on year.

As a Catholic School we uphold strong spiritual and moral values, both in and outside the classroom. We are an inclusive school (with nearly half of our intake of other faiths or none) providing a vibrant and diverse environment where there are high expectations of achievement for all. Our approach to learning enables us to ensure a personalised pathway for all learners. Students are encouraged to pursue a wide range of interests with a diverse curriculum and variety of extra-curricular activities. As Headteacher I am proud of the exceptional standard of education provided at the school to all of our pupils and would encourage you to visit and see for yourselves what we have to offer.

Transport

Buses: 263, 234, 232, 211, 102

Nearest stations: East Finchley (Northern Line)
Finchley Central (Northern Line)

Type of school

Co-educational comprehensive academy

Supplementary Information Form

A Supplementary Information Form (SIF) is required

Specialism

Specialist Science College

Uniform

Our strong sense of community is reflected in our uniform, which we expect our students to wear with pride, both within school and outside in the wider community.

Attendance, discipline and pastoral arrangements

Positive relationships are at the heart of everything we do. We have high expectations of attendance, punctuality and behaviour. A specialist Head of Year 7 and a dedicated pastoral team ensure the smooth transition of Year 7 students and provide continuous emotional and academic support for all students in our care. We have a clear, well shared and understood rewards and sanctions policy that ensures the progress and happiness of everyone in our school community. Students become driven and ambitious through the motivation and encouragement provided by regular rewards, achievement assemblies and annual celebration events.



Oversubscription criteria

(summary) see school website for full criteria

The number of places available, places will be offered according to the following order of priority:

Foundation places (120)

1. Catholic children 'looked after' by a local authority and Catholic children who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been 'looked after'
2. baptised Catholics
3. other 'looked after' children and children who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been 'looked after'
4. other children who attend one of the Bishop Douglass feeder schools, i.e. St. Theresa's RC Primary School, Our Lady of Lourdes RC Primary School, Holy Trinity C of E Primary School, Martin Community Primary School and Manorside Community Primary School
5. Christians of other denominations whose application is supported by a letter from a minister/religious leader, showing membership of the faith community
6. children of other faiths whose application is supported by a letter from a minister/religious leader, showing membership of the faith community
7. any other candidate.

Community places (60)

1. children 'looked after' by a local authority and children who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after
2. children who have a sibling attending Bishop Douglass School
3. any other candidate.

Exceptional Circumstances

In addition to the above criteria, the Governing Body will give top priority to an application within a category where compelling evidence is provided at the time of application of a particular

medical, social or pastoral need which can only be met at this school. Appropriate written evidence will be provided by professional such as a doctor, social worker or priest. The evidence must indicate how Bishop Douglass Catholic School can meet this need.

The attendance of a brother or sister at the school at the time of admission will give a higher ranking within each category. Brothers and sisters include half, step, adoptive and foster siblings, provided they also live at the same address as the candidate.

If the final place available at the school is offered to a twin, triplet or other child of multiple birth and the remaining sibling(s) would ordinarily be refused, the governing body will offer place(s) to the remaining sibling(s) even when admitting such a child(ren) would exceed the Published Admissions Number.

Facilities/Extra-curricular activities

The school is set on a beautiful site that provides the students with an incredible amount of outdoor space for a London school. The school is therefore able to cater for a large number of outdoor activities, with a huge range of sports clubs and teams, Duke of Edinburgh programme and plant and vegetable growing group. This is supplemented with on-site pitches, a fully equipped fitness centre and a multi court sports hall. We offer excellent facilities to develop our students into modern citizens that are encouraged to have a broad set of interests. These include a state of the art science block, sports hall and fitness centre, dance hall, drama studio, music technology and art specialist rooms, over 500 computers just for student use. Students are supported in their studies through an online homework programme and have 24 hour access to the curriculum through a well-used Virtual Learning Environment. We have a comprehensive extracurricular programme that enables growth and development beyond the classroom. Subsidised music lessons for all Year 7 and 8 provide the opportunity for students to acquire accredited grade qualifications and a rich choice of art, dance, drama and music clubs allow them to develop their creative talents further. We provide Evening Prep study support until 6pm Monday to Thursday with a free hot meal for those students who stay to study.

Residential opportunities are provided for all students from Year 7 to 10, including our Wider Horizons annual activities week. Whilst a comprehensive trips programme enriches the broad curriculum and supports learning at all levels.

You and your child's progress

We take great pride in allowing our students to reach their potential in all of the subjects that they study. We set rigorous targets at the start of each academic year. Classes are of manageable sizes allowing teachers to target and stretch each individual. Students are assessed during the year and progress against targets is monitored closely. This is shared with parents through target setting days, parent consultations and reports. This supportive approach has enabled the school to be the 7th best school in the country, best performing Catholic School in the country and best performing school in Barnet for the Government's Progress 8 measure for Summer 2019 results.

Curriculum and homework

Investment in your child's future begins in Year 6 with a transition summer school and continues with a broad and balanced curriculum at Key Stages 3, 4 and 5. We have a wide-ranging curriculum and we are proud of its ability to suit all learners, no matter their interests. KS4 commences in Year 10 and enables students to study up to four Foundation Subject GCSEs over two years in addition to the Core subjects. We aim to develop a passion for education through personalised pathways that develop the individual. This approach ensures that every child can succeed and provides stretch and challenge for students of all abilities. Our PSHE programme allows students to develop important personal, social and intellectual skills.

Education after 16/ Sixth form curriculum

We have a thriving and oversubscribed Sixth Form that secures excellent outcomes for students. We offer 34 courses at Level 2 and Level 3. As a result, our curriculum offers a broad range of subjects available to suit different types of learners of all abilities. The majority of our Year 13 students leave to attend their first choice Universities.

Admission limit for Year 7	180
Age range	11-18

www.ccfplus.com/school

About our school

Aims and expectations

At the core of Christ's College Finchley is a traditional education, steeped in history and enriched by an array of outstanding opportunities, inside and outside of the classroom. We advocate a holistic approach to education with a focus on the development of the whole child, not just their academic credentials, ensuring they are prepared to enter the world of higher education and work as resilient, confident and responsible young adults. We have a strong academic record with exceptional GCSE and A Level results and pupils progressing on to prestigious universities and high-flying careers. Moving from primary school to secondary school is a very important step in the life of a child and their family so we make every effort to make this transition as smooth and enjoyable as possible. Our designated transition coordinator runs a highly regarded transition programme that starts long before the first day of term, providing many opportunities to meet staff and peers as well as experience secondary school life.

Transport

Buses: 143 and 643
Nearest stations: Finchley Central (Northern Line)
East Finchley (Northern Line)

Type of School

Mixed Comprehensive

Supplementary Information Form

A Supplementary Information Form (SIF) is not required

Specialism

Mathematics and Science

Uniform

We have a traditional, professional uniform style where all pupils in Years 7-11 must wear a tie and blazer. A separate dress code operates in the Sixth Form.

Attendance, discipline and pastoral arrangements

We have high expectations of our pupils in terms of their uniform, attendance and behaviour, building a sense of pride, creating a positive environment and preparing pupils for working life. We pride ourselves on treating each young person as an individual and pupils benefit from tailored levels of support dependent on their need; all aspects of their school life are scrutinised to ensure they achieve their potential. From those who are the most able to those who require additional support, we ensure that everyone is stretched and challenged.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. children applying who are in the care of a local authority or who were previously in care but who have since been adopted or made the subject of a child arrangements order or special guardianship order
2. children who, at the time of admission, have a sibling living at the same address in Years 7–11 at the school (or who is in Years 12 or 13 if they previously attended in Years 7–11 for at least one year). Siblings will include step siblings, foster siblings and adopted siblings. It will not include other children living permanently at the same address
3. children of members of staff at Christ's College Finchley, provided they have been directly employed at the school for a minimum of one year or have been recruited to fill a post where there is a demonstrable skills shortage. (The definition of a direct employee is an employee holding a contract of employment with the school)
4. remaining places will be offered on a geographical basis measuring distance in a straight line from the address point for the child's home, supplied by Ordnance Survey, to a point at the centre of the school main building using the Council's geographical information system. Where a child lives with parents with shared responsibility, (with each parent 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/or Child Tax Credit.

Facilities/Extra-curricular activities

We have developed an extensive enrichment programme designed to complement pupils' studies and prepare them for their futures through the development of key life skills and qualities.

From an array of national and international trips and sports, arts, music and languages clubs to the Combined Cadet Force, Duke of Edinburgh and leadership and mentoring roles, there is something for everyone. Our thriving sports department regularly produces championship winning teams in basketball, football and cricket and we also excel in individual sports. We have a highly successful chess club with nationally ranked players who represent the UK and we have been national champions in Robotics in previous years.

"Pupils experience an environment which develops their character, interests and passions." Ofsted 2020

Our facilities support pupils' studies, facilitate enrichment activities and ultimately provide an active learning environment for our young people. These include well-resourced classrooms, science laboratories, fully-equipped technology rooms, library, 3G pitch, sports hall, fitness suite and gymnasium.

You and your child's progress

Individual students' progress is monitored closely and assessed formally against aspirational targets set by the school each half term. Progress towards these targets is tracked carefully via each individual student's "Learning Ladder". Parents have constant access to their child's progress record online. Every year group has a parent consultation evening and a full report is produced for each student every year. The school prides itself on being welcoming to parents and places great emphasis upon forging productive links with families to support students' learning

Curriculum and homework

Pupils follow a broad curriculum that seeks to challenge, motivate and inspire. In KS3, they gain a comprehensive understanding in the core subjects of English, mathematics and the sciences. This is further enriched by physical education, languages, arts, humanities and technology. In KS4, pupils personalise their learning to their strengths, interests and future ambitions.

By providing pupils with enriching educational experiences, we aim to help them mature intellectually, physically and emotionally.

Teaching and learning

Our outstanding teachers and their dynamic approach to delivering a traditional education through a contemporary curriculum and modern teaching methods allows us to nurture each pupil's talent.

"Teachers display strong subject knowledge. This fosters a relationship of respect and trust. Attitudes to learning are very positive." Ofsted 2020

Education after 16 / Sixth form curriculum

Our commitment to academic success continues into our Sixth Form. Through a tailored curriculum, exceptional opportunities, experienced staff and close links with business and educational establishments, we prepare our students for an exciting world of opportunities.

We ensure they achieve top academic results and develop as well-rounded individuals ensuring they stand out when applying to universities or employers. This is evident with our alumni continuing to surpass all expectations, with many progressing to prestigious top universities, including Oxbridge, Queen Mary's, Kings College, UCL and Imperial College London and then stepping into high flying careers.



The Compton School

Summers Lane, North Finchley N12 0QG

Headteacher
Ann Marie Mulkerins

Executive Headteacher
Teresa Tunnadine

tel: 020 8368 1783
email: office@thecompton.org.uk

DFE code 302 4215

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	210
Age range	11-18

www.thecompton.org.uk

About our school

Aims and expectations

The Compton is a high achieving mixed school which converted to Academy Status in January 2011. The school was selected as one of only 100 outstanding schools nationally to become a Teaching School which is a very prestigious national award. We have received three successive outstanding OFSTED designations and are only one of a handful of schools nationally to achieve this record.

At The Compton, we believe that all students can learn and fulfil their potential. As a school with a national reputation for excellence we are able to recruit some of the very best staff who support each child to achieve their very best. The school provides a safe and happy school community made up of children from diverse, cultural and social backgrounds. An innovative programme of Student Leadership and a diverse Enrichment Programme ensure students develop a wide range of social and personal skills and become confident young adults during their time with us.

Transport

Buses: 43, 134, 221, 234, 382
Nearest stations: West Finchley (Northern Line)
Arnos Grove (Piccadilly Line)

Type of school

Co-educational comprehensive converter academy

Supplementary Information Form

A Supplementary Information Form is not required

Specialism

National Teaching School

Uniform

The Compton has a strict uniform policy which students are expected to follow at all times including on the way to and from school. Our uniform is traditional in style and includes a blazer and tie for both boys and girls. Sixth Formers are expected to wear formal business wear.

Attendance, discipline and pastoral arrangements

Our comprehensive and highly effective pastoral care system ensures that each student feels individually supported in achieving their very best. Every child has a Form Tutor who they see on a daily basis for Personal Development Time and a Year Manager who coordinates the attendance, behaviour and pastoral arrangements for the year group as well as providing the essential link between students, staff and parents.

We run an excellent induction programme in close partnership with our feeder primary schools to help familiarise students with the school well before the first day of term. The Compton operates a Positive Behaviour Policy where excellent behaviour for learning and positive contributions to the school community are rewarded. Alongside this students are familiar with the clear framework of consequences of poor behaviour. Excellent attendance and punctuality are also expected.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. 'looked after' children and 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 immediately following having been 'looked after'
2. children who, at the time the application for admission is made, have a sibling at The Compton in years 7 – 11 or a sibling in the 6th Form who previously attended The Compton School for at least one year prior to Year 12
3. children of staff of The Compton School 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
4. remaining places, out of 180, are offered on a geographical basis measuring distance in a straight line from the school. Distances are measured between the address point for the child's home (supplied by Ordnance Survey) and the main school gate. The distance between these points is calculated using Barnet Council's computerised geographical information system
5. an additional planned 30 places are offered at Year 7 secondary transfer to children from the agreed feeder schools in the N2 and N3 postcodes according to the following quotas: 16 places to Moss Hall Junior School, 7 places to Manorside School and 7 places to Martin Primary School. The allocation will be offered to children from each of these schools based on geographical distance in a straight line from their home to The Compton School.

If the quota of children from any one of these feeder schools is not reached the remaining places will be offered to children from the other two schools based on geographical distance. Any of the remaining places not taken up by children from the three feeder schools will be offered in accordance with the above up to a maximum limit of 210 places.

Facilities/Extra-curricular activities

The Compton offers learning environments that are modern, attractive and safe for our students. Students' access to ICT resources is excellent, with over 350 computers in the school and a range of extra new technologies for students use. Large numbers of students' are involved in extra curricular activities including Creative Arts, Drama, Music and Physical Education. We also have a range of KS3 extra curricular opportunities, which includes cookery, chess, art and gardening, and departments run homework clubs and revision classes on a regular basis.

You and your child's progress

There is a Parents' Consultation Evening held for each year group, with additional evenings held for 'Welcome to Year 7', 'Welcome to KS4' and homework evenings. There are regular opportunities throughout the year for parents to be informed of their child's progress. Parents will receive three interim/summary reports and one tutor report at the end of the year.

Curriculum and homework

The curriculum we offer is:

- broad and balanced
- reflects our commitment to students achieving their best
- promotes students' spiritual, moral, cultural and physical development
- prepares students for opportunities, responsibilities and experiences of adult life
- promotes the ability to work effectively, both independently and as a member of a group.

At The Compton we regard learning as an active partnership between school and home. Students are issued with homework through an on-line resource (Show My Homework) which parents can also access. A homework timetable is issued to parents and students at the start of the academic year.

Teaching and learning

The school provides a consistently high quality of teaching throughout the school. Achievement is recognised and rewarded throughout the year and at celebration evenings. Classes are initially taught as mixed ability with setting introduced from Year 8 in Mathematics and Science.

Education after 16/ Sixth Form curriculum

The Compton School opened an academic sixth form in September 2015. A significant majority of our existing Year 11 students choose to continue their education at the school. We also attract a large number of external students and this ensures a vibrant and positive atmosphere in the sixth form. A wide variety of Advanced Level courses are offered as well as a broad enrichment programme. High quality pastoral support is available to all students as well as specialist university preparation and careers guidance.



Cophall School

Pursley Road, Mill Hill NW7 2EP

Headteacher
Evelyn Forde

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email: enquiries@cophall.barnet.sch.uk

DFE code 302 4210

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	11-18

www.cophallschool.org.uk

About our school

Aims and expectations

Our school is committed to providing an 'Excellent Education for All' so that our students leave us with the skills, wisdom, knowledge and hunger to pursue their dreams and fulfil their ambitions. We build our curriculum to encourage a love of learning which is supported by our pastoral system to ensure our students are safe and happy.

Our long-standing vision; to empower and equip young women to exceed, to provide an inspiring education and to create a positive learning environment motivates all that we do and as a values driven school, our core values of Respect, Equality for All, Support and Safety, Aspiration and Responsibility underpin our transformed school.

We now have a well-established collaboration with Mill Hill Independent School, which enables joint opportunities for students and staff, including leadership, tutoring, philanthropy, extended projects and a variety of bespoke programmes. In addition to this, our unique STEM Scholarship programme affords students the opportunity to be part of an exciting programme which gives them access to a wide range of STEM focused activities, mentoring opportunities and tailor made visits. Our recent successful DFE bid will afford us the opportunity to run a joint mental health and well-being conference across both schools in 2021.

Our team of dedicated staff set high expectations for our students and create a passion for learning. We aim to provide a safe and nurturing environment to foster, encourage and celebrate every student's talent; which is mirrored in our promise that every student will be supported to develop the skills and strategies needed to fulfil their potential, and no child will be left behind.

Transport

Buses: 113, 221, 240

Nearest stations: Mill Hill Broadway and Mill Hill East

Type of school

Girls' comprehensive academy

Supplementary Information Form

A Supplementary Information Form (SIF) is not required

Uniform

We have a strict uniform policy for all students. Our uniform includes a blazer, shirt, tie, skirt or trousers and formal black shoes. All students must wear their uniform when travelling to and from school, as well as during the school day.

Attendance, discipline and pastoral arrangements

We have high expectations for all of our students and celebrate positive behaviour. A consistent rewards and sanctions policy is in place, which is explicitly linked to the school's values and ensures excellent behaviour at all times. Exemplary punctuality and attendance is a must, with all students expected to maintain at least 97% attendance. Directors of Learning work closely with Form Tutors to lead each year group alongside our specialist Inclusion, EAL and SEND teams who support the transition of students into Year 7 and beyond.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. 'looked after' and children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been 'looked after'
2. children who, at the time of admission, have a sibling living at the same address in Years 7-11 at the school (or who is in Years 12 or 13 if they previously attended in Years 7-11 for at least one year). Siblings will include step siblings, foster siblings and adopted siblings. It will not include other children living permanently at the same address.
3. children who, at the time of admission, have a sibling living at the same address in Years 7-11 at the school (or who is in Years 12 or 13 if they previously attended in Years 7-11 for at least one year). Siblings will include step siblings, foster siblings and adopted siblings. It will not include other children living permanently at the same address.
4. children of members of staff at Copthall School, provided they have been directly employed at the school for a minimum of two years or have been recruited to fill a post where there is a demonstrable skills shortage. (The definition of a direct employee is an employee holding a contract of employment with the school)
5. remaining places are offered on a geographical basis, with priority given to those who live closest to the school. Distance will be measured in a straight line from the address point for the child's home, supplied by Ordnance Survey, to the school reception front door using Barnet's computerised geographical information system. Distance will be used as a tie breaker within each category.

Facilities/Extra-curricular activities

The school has good facilities to meet the needs of the curriculum. These include well equipped computer suites, learning centre, internet access, library, science laboratories, sports hall, dance/multipurpose suite and netball/tennis courts.

Each classroom is equipped with interactive whiteboard technology. The school has a number of clubs and activities which take place during lunchtime and after school. A programme of the clubs and activities is circulated at the start of the year.

The school also organises a range of trips and cultural experiences. These include trips to the theatre, dance workshops, museums, the seaside, outward-bound activity days and some residential opportunities.

You and your child's progress

We work closely with parents to celebrate students' progress and identify areas for development, implementing intervention sessions where necessary. We annually publish Subject and Pastoral reports and host Parents' Evenings throughout the year. Aspirational targets are set for all students, allowing them to reach their full potential and making the tracking of progress for parents and teachers clear.

Curriculum and homework

Our curriculum is broad and balanced and is tailored to meet the needs of all our students. Homework tasks are designed to build-on and consolidate students' understanding of topics while also nurturing students to become independent learners.

In order to help students organise and plan their time, homework tasks are published online for parents and students to view. We operate a three year Key Stage 4 curriculum offering GCSE and Vocational pathways which are reviewed each year to accommodate curriculum changes and meet the needs of our students across all key stages.

Teaching and learning

Our vision for teaching and learning is 'A positive learning environment that inspires a passion for learning,

so that every student progresses and thrives.' We have a strong system for encouraging good behaviour for learning, with an emphasis on rewards for students who behave extremely well. We have dedicated specialist teachers who are passionate about their subjects and share their passion with our students. We have clear routines and purposeful teaching strategies in place to make sure that every student is supported to make progress and thrive.

Furthermore, we have an extensive SEND and EAL team who provide tailored support for students who need it. We have a dedicated year 7 catch-up programme providing an individualised curriculum for any students who have gaps in their primary-school learning in English, Maths or Science.

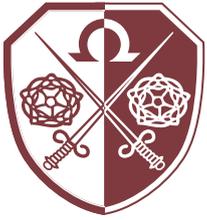
Education after 16/ Sixth form curriculum

Our Sixth Form is made up of both internal and external students. Students receive a good level of education which is exciting, challenging and highly creative enabling our students to access academic challenge. We have a dedicated Sixth Form annex with cafeteria, study and meeting areas.

The Sixth Form curriculum offers students a wide range of courses for all ability of students, including A Level subjects, BTEC options and Vocational pathways alongside our extensive tutorial, 'skills for life', 'lead the way' and careers programmes.

Our pastoral care is paramount to the wellbeing of our students and we have many internal and external staff and agencies that work with our students, including a Careers Advisor.

We are part of the school community and the core values of our school permeate across all aspects of the Sixth Form provision. Students arrange and run events, mentor students and take on Leadership responsibilities. We also have very robust and successful Work Experience, Oxbridge and UCAS programmes, which help our students to prepare for their next step.



East Barnet School

Chestnut Grove, East Barnet EN4 8PU

Headteacher
Ms L Swaine

tel: 020 8344 2100
email: enquiries@eastbarnetschool.com

DFE code 302 4212

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	210
Age range	11-19

www.eastbarnetschool.com

About our school

Aims and expectations

East Barnet is a high performing school with 'an exciting and stimulating environment for learning'. OFSTED inspectors have described the behaviour of our students as 'exemplary' in both of the last two inspections. We are a National Support School, providing support and guidance to many other schools. Our success is built upon an "I want to learn" philosophy through which students develop to their full potential as independent and self motivating learners.

We have a rich and diverse community that supports and promotes respect, courtesy and understanding. We expect high standards of behaviour from all our students and will guide them to develop into responsible young adults who are able to make a positive contribution to the school community and beyond.

Transport

Buses: 84A, 298, 307, 326

Nearest stations: New Barnet (Overground), Oakleigh Park (Overground), Cockfosters (Piccadilly Line)

Type of school

Co-educational comprehensive academy

Supplementary Information Form

A Supplementary Information Form (SIF) is not required

Specialism

Technology College, Leadership Partner School

Uniform

All students are required to adhere to the school's uniform policy and dress code. There is also an expectation that all Sixth Form students will dress appropriately for school.

Attendance, discipline and pastoral arrangements

East Barnet School has a well deserved reputation for being a caring school. All members of staff are dedicated to providing a safe, secure and energised environment. Our students have an excellent attendance record because they really enjoy being at school.

We have very high standards of discipline and a first class pastoral team. Students are under the care of the same Form Tutors and Head of Year as they move through the school from Year 7 to Year 11, which helps to create a sense of belonging. The school offers guidance and support to students to help them achieve in all aspects of their lives.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. a 'looked after' child or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, 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
2. a child with a sibling attending the school at the time of application*. Sibling is defined in these arrangements as a child who lives as brother or sister in the same house, including natural, adopted, step and foster brother and sister
3. a child of an East Barnet School member of staff, providing that the member has been employed for a minimum of two years at the time of application*, or is recruited to fill a vacant post for which there is a demonstrable skill shortage. 'Staff's Child' is defined in these arrangements as a child who lives as the staff member's son or daughter in the same house, including natural born, adopted, step and foster son or daughter
4. other children by distance from the school, with priority for admission given to children who live nearest to the school. Distances are measured in a straight line from the main gate of the school to the address point for the child's home, as supplied by Ordnance Survey. The distance between these points is calculated using Barnet Council's computerised geographical information system random allocation will be used as a tie-break to decide who has highest priority for admission if the distance between the school and the home of two children is the same.

Facilities/Extra-curricular activities

The school is contained on a single site in a £30 million modern state-of-the-art building, boasting the very latest in technology, sports facilities, and independent study areas.

We have a discreet Sixth Form study area, a fabulous library with fantastic views of London, a unique Sixth Form Coffee Shop, large and fully equipped classrooms and amazing Project Faraday experiments, including a large 'Wetland' feature for ecology studies.

It is fully compliant with the needs for disabled access. We have literally hundreds of extra-curricular clubs, activities and trips on offer!

This includes a wide range of sports, art, music, drama, dance, robotics, lectures from eminent speakers, working with artists, authors and scientist in residence, as well as homework and coursework clubs.

You and your child's progress

All parents receive a termly report for their child, and are invited to attend an annual Parents' Consultation Evening. A student's progress can also be monitored by parents through the school's e-portal.

Heads of Year along with Heads of Subject and Faculty will contact parents if they have any concerns or notice a change in attitude, motivation or progress. Upon joining East Barnet School, parents, students and a school representative will sign the Home-School Agreement which states the commitment of all parties towards making our relationship positive and successful.

Curriculum and homework

Our curriculum is designed to support the needs and talents of all our students. It provides stretch and challenge for students of all abilities and all key stages, as well as opportunities to learn in innovative ways through Triple-E School, extra-curricular activities, lectures from eminent speakers, our More Able Programme and options to work with artists, authors and scientists in residence. Our PSHEE programme allows students to develop important personal, social and intellectual skills.

Homework is set in all subjects in line with school policy and student timetables.

Teaching and learning

The school provides students with high calibre and innovative lessons, as well as many learning experiences beyond the classroom. Subjects are taught in both mixed ability and set groups as students move up through the years. The focus is on developing independent learning skills and active learning. The school's learning culture promotes positive relationships between students and teachers. We also challenge the students to think creatively and encourage them to demonstrate curiosity about the world around them.

Education after 16/ Sixth form curriculum

The vast majority of our Year 11 students choose to continue their education in our highly successful Sixth Form; and a significant number of external students also choose to join us at this stage of their education. The school offers nearly 30 AS and A Level courses, and many opportunities for developing leadership skills. The Sixth Form has an enviable record in 'A' Level examinations and the vast majority of students secure university places.

* in the case of secondary transfer, 'time of application' will be taken as the closing date for the application process



Finchley Catholic High School

Woodside Lane, North Finchley N12 8TA

Headteacher
Niamh Arnall

tel: 020 8445 0105
email: info@finchleycatholic.org.uk

DFE code 302 5405

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	11-18

www.finchleycatholic.org.uk

About our school

Aims and expectations

Finchley Catholic High School recognises the unique nature of each young person and is dedicated to the fullest possible development of the spiritual, academic, physical, cultural and artistic potential of every pupil.

We have very high expectations of pupils, parents and staff. It is important that all those involved with the school are committed to its ethos and prepared to uphold its values.

Transport

Buses: 125, 221, 263, 326

Nearest stations: Woodside Park (Northern Line)

Type of school

Catholic boys' comprehensive. Co-ed 6th Form.

Supplementary Information Form

A Supplementary Information Form (SIF) is required

Uniform

Full School uniform is required for all pupils in Years 7 – 11. A separate dress code operates in the Sixth Form.

Attendance, discipline and pastoral arrangements

Student attendance is vital to success and is closely monitored by the pastoral teams. A significant proportion of our pupils achieve 100 per cent attendance and punctuality. As a school, our attendance level of over 96 per cent is one of the highest in the Local Authority.



Oversubscription criteria

(summary) see school website for full criteria

Where the number of applications exceeds the intended number of admissions, places will be awarded using the criteria set out below, which will be applied in strict priority order:

1. Catholic 'looked after' children and Catholic boys who have been adopted (or made subject to a child arrangements order or special guardianship order) immediately following having been 'looked after' (in the care of the local authority)
2. baptised Catholic siblings of current or past pupils of the school with a Certificate of Catholic Practice
3. baptised Catholic children of members of staff who are employed by the Governing Body and have been in post for at least two years, at the time of application; with a Certificate of Catholic Practice
4. other Baptised Catholic boys with a Certificate of Catholic Practice
5. other baptised Catholic boys
6. other 'looked after' male children and children who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been looked after (in the care of the local authority)
7. non-Catholic children of members of staff who are employed by the Governing Body and have been in post for two years, at the time of application
8. boys of other faiths or none.

Applications must be supported by:

- a Baptismal Certificate in the Catholic faith (criteria 1-5)
- a current Certificate of Catholic Practice signed by the family's parish priest or by the priest of the parish in which the family normally worship
- Copy of proof of residential address where the applicant lives for more than 50% of the school week, within the last 12 months.

Waiting list

Unsuccessful applicants will be invited to join the waiting list which will be maintained in the order of the oversubscription criteria until the end of the academic year.

Late applications

Late Applications for Secondary Transfer will only be considered in the normal admissions round if there are extenuating circumstances for the delay. All such applications will be considered by the admissions authority

Facilities/Extra-curricular activities

The school is located on an attractive campus containing a variety of buildings and different architectural styles. In addition to the main teaching blocks, there are two gymnasias, an all-weather sports pitch, an on-site cafeteria and a large School Hall. A state-of-the-art 6th form building was completed recently along with a newly refurbished professional standard food technology area. Off-site sports pitches and pavilion are located five minutes' walk from the school.

The school is committed to the development of the whole person and affords many opportunities for growth and development beyond the classroom. Sport is a particular strength and Music and Drama are also very popular. A wide range of enrichment opportunities exist for students, from sailing, singing, medical society, debating and theatre trips.

You and your child's progress

The school aims to build a strong partnership with parents. To that end, parents are kept well informed about their child's progress and are encouraged to take an active role in supporting their learning. We also have an 'open door' approach to facilitate this effective partnership.

Curriculum and homework

Students follow a common curriculum in KS3 during Years 7 and 8. They are taught in sets for Maths from Year 7, in Science from Year 8 and in mixed ability forms for other subjects. KS4 commences at the beginning of Year 9 and GCSEs are studied over three years.

A wide range of A levels and Level 3 BTECs are offered at post 16 level and Level 2 BTEC courses are also available.

A homework timetable is produced for all year 7 – 11 students at the start of the year.

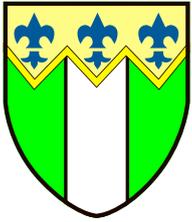
Teaching and learning

Teaching and Learning is our core business and is at the very heart of what we do as a school. At FCHS we accept as the underlying principle of our work that all pupils can achieve and make excellent progress in all areas of their development, irrespective of their starting points.

Effective teaching and learning is achieved through using a variety of teaching styles, planning lessons carefully and making good use of the available technology.

Education after 16/ Sixth form curriculum

Most students enter the Sixth Form on Level 3 courses. They choose three to four A level options from an extensive range. Some students opt for L3 BTEC courses and a small number of students will follow Level 2 BTEC courses.



Friern Barnet School

Hemington Avenue, Friern Barnet N11 3LS

Headteacher
Simon Horne

tel: 020 8368 2777

email: school@friern.barnet.sch.uk

DFE code 302 4003

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	162
Age range	11-16

www.friern.barnet.sch.uk

About our school

Aims and expectations

Friern Barnet School is a vibrant, culturally diverse, mixed comprehensive specialist arts school. In line with our school motto, 'Enjoy and Excel', we are hugely ambitious academically for all our students, ensuring that they secure the results to go on to excellent further and higher education institutions and then on to fulfilling careers.

But we also want them to live lives which are personally and socially fulfilling, developing a love for art, music, dance, theatre and culture which will enrich the whole of their lives. Our desire is that students leave us as mature, independent learners who are also engaged and responsible citizens.

We have high expectations of all our students, helping them develop self-esteem and respect for others. We work with them to help all students make a positive contribution to both the school and the local community.

Transport

Buses: 43, 134, 221, 234 and 382

Nearest stations: New Southgate (Overground), Arnos Grove (Piccadilly Line), Woodside Park (Northern Line)

Type of school

Co-educational comprehensive community school

Supplementary Information Form

A Supplementary Information Form (SIF) is not required

Specialism

Performing and Visual Arts

Uniform

Uniform is central to the sense of community within our school and we have high expectations of our students. Students must be smart and reflect a positive attitude to learning both in and on their way to and from school, remembering they are representing Friern Barnet School in the wider community.

Attendance, discipline and pastoral arrangements

Our inclusive family ethos, based on respect, responsibility and relationships, underpin our school. From the first day, your child will be effectively supported in our caring community. Central to this is your child's tutor group, enabling students to form strong and positive relationships throughout the school. Form Tutors closely monitor academic and personal development and are the first point of contact for parents, creating that important link between school and home.

All students are expected to maintain the highest standards of behaviour and take pride in their work and their learning environment. Every student is a valued member of the school community and achievement is celebrated at every opportunity. Excellent attendance and punctuality are expected. Through our exemplary transition arrangements, support for students starts in primary school.



Oversubscription criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. 'looked after' children and children who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been 'looked after'. A child looked after is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989
2. children who, at the time of admission, have a sibling living at the same address who is a pupil in years 7 – 11 of the school, or who is attending the linked 6th Form College, Woodhouse College, if they previously attended in years 7 – 11 for at least one year. Siblings would include half, step, adoptive and foster siblings provided they also live at the same address as the applicant
3. children of teaching staff of the school 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 will be in employment as a teacher at the school when the child starts school
4. priority will be given to a maximum of 16 pupils who show performing arts potential in dance, drama or music
5. remaining places are offered on a geographical basis, with priority given to those who live closest to the school when measuring distance in a straight line. Distance is measured between the address point for the child's home, supplied by Ordnance Survey, to the school's main gate using the Council's computerised geographical information system.

Tie Breaker

Distance will be used as a tie-breaker within each category.

Final Tie Breaker

Applicants from the same block of flats, or applicants who live the same distance from the school will be selected in random order using Barnet's computerised system and places will be offered accordingly.

Facilities/Extra-curricular activities

Friern Barnet has an excellent and diverse range of extra curricular arts provision and students of all abilities enjoy taking part. The school holds the Artsmark Gold Award and has won a number of recent, prestigious national awards. Students regularly produce high quality dance, drama and music performances and there is an annual art and design exhibition. Students perform in school and to wider audiences. Many students enjoy sport and participate in our extensive programme which includes athletics, badminton, trampolining, football, rugby, cricket, table-tennis and basketball.

In addition, we have an exciting extra-curricular programme which includes Media and Film Club, Science Club, English 7Up Club, ICT Club, Photography Club, Year 7 Writers' Group, Chess and Debating Clubs to name but a few.

A great variety of day and residential trips take place throughout the year, including visits to art galleries, museums and the theatre and field trips in Geography and Science. We have regular trips to Europe and welcome international visitors to our school.

You and your child's progress

We have careful monitoring procedures to ensure that every student achieves their potential and is happy at school. We believe that for successful education to take place there must be a strong partnership between school and home.

Within the first month of your child being at the school we hold a Year 7 Settling In Evening and at the end of the first half term, a celebration event for Year 7 students takes place, reflecting their learning during their first 6 weeks at the school.

We hold a target review day in the autumn term where parents can meet form tutors to discuss targets and we hold parents' evenings throughout the year so that parents can meet with subject teachers to discuss progress.

There are many occasions to celebrate students' achievements at our prize giving evenings and at the many performances and productions throughout the year.

Curriculum and homework

Students at Friern Barnet School experience a broad, balanced and innovative curriculum. Programmes of personalised learning ensure every student's needs are met and their progress is outstanding.

Home Learning is an important aspect of students' education and plays a significant part in raising achievement. This is set regularly in every subject and gives an opportunity for students to learn independently.

Teaching and learning

Learning is at the heart of our school and we are constantly seeking to make this experience engaging, enjoyable and enriching. High expectations, stimulating lessons and a wide range of extra-curricular opportunities ensure all students are challenged to discover and develop their talents.

Education after 16/Sixth Form curriculum

Students at Friern Barnet School gain preferential places at Woodhouse College where they can study a wide range of post-16 courses including AS and A level. We also have strong links with other sixth forms and colleges across North London. Many of our students progress on to leading universities including Oxford and Cambridge.

Admission limit for Year 7	75
Age range	11-18

About our school

Aims and expectations

Hasmonean High School combines the secular with the religious, within a framework of Torah Im Derech Eretz (respect for others, both within the school community and in the wider world). Academic rigour is combined with in-depth Torah study, incorporating values such as chesed (caring, kindness) and tzedokah (charity).

The ethos of Hasmonean High School is based unambiguously on the principles of Orthodox Judaism. At the core of these principles is the recognition that both the written and the oral Torah are Divine. The principles are enshrined in the Shulchan Aruch, the Code of Jewish Law and its commentaries which delineate the laws, customs and values of an Orthodox Jewish lifestyle.

It is the school's aim to maximise the individual capabilities of its students to provide them with the knowledge and skills that will enable them, subsequently, to take their place in society whether in the worlds of Jewish learning, teaching or social service, or in the general academic, professional or business worlds.

Transport

Bus: 240
Nearest station: Mill Hill East (Northern Line)

Type of school

Jewish orthodox academy for boys which is part of the Hasmonean Multi-Academy Trust.

Supplementary Information Form

A Supplementary Information Form (SIF) is required.

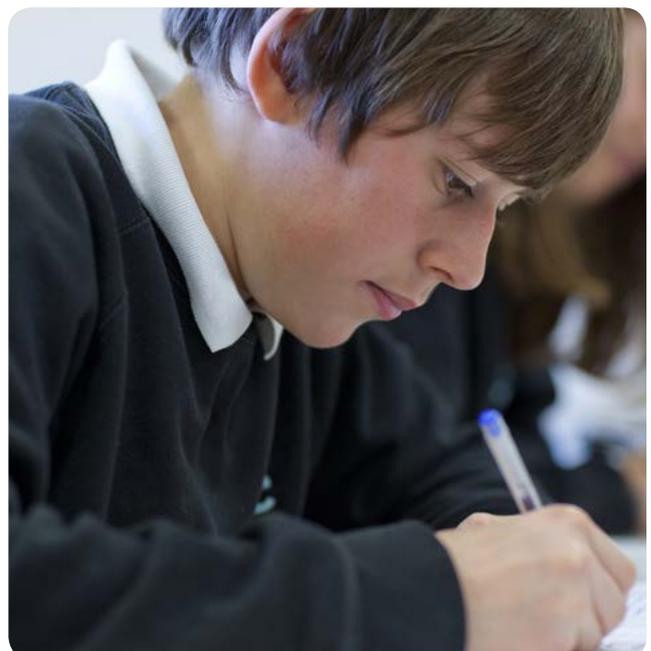
Uniform

All students are expected to adhere to the school's uniform policy. Details are distributed to parents in the Welcome Pack.

Attendance, discipline and pastoral arrangements

At Hasmonean we aim to maximise the potential of every student within a positive, safe and supportive learning environment. Self responsibility is encouraged through rewards and sanctions. Regular attendance and punctuality are viewed as crucial factors which contribute to maintaining high academic progress and achievement.

Support strategies include: tracking, monitoring and intervention; staff mentoring; peer mentoring; pastoral focus on specific groups; and meetings with the Pastoral Team and School Counsellor.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. Orthodox Jewish children who are 'looked after' or were previously 'looked after' as defined by the Admissions Code.¹
 2. Orthodox Jewish students with medical or social grounds for admission to this school in particular. Supporting evidence from a suitably qualified professional will be required.
 3. Orthodox Jewish students whose siblings are at either HHS for Boys or HHS for Girls at the time of admission.
 4. Orthodox Jewish students who are only or eldest children (due to the difficulty in our community for only or eldest children securing a place at a Jewish school)
 5. Orthodox Jewish students whose siblings are former students of HHS for Boys or HHS for Girls or Hasmonean High School when it incorporated both schools
 6. all other Orthodox Jewish students
 7. 'looked after' children and previously 'looked after' children other than those who are Orthodox Jews
 8. other children.
- A. A child must observe and practise Orthodox Jewish traditions and practices as set out in Parts 1 & 2 of our Rabbi reference form. In the event of any dispute as to whether a child meets these criteria, the authority of the Rabbis of the Jewish Secondary Schools Movement is final.

B. A child must also have a parent or guardian who observes Orthodox Jewish traditions and practices according to the criteria set out in Parts 1 & 2 of our Rabbi Reference Form.

Confirmation of the above will be required through completion of our Rabbi Reference Form.

In each category priority will be given to those living nearest the school by straight line measuring using the Local Authority's measuring system.

Waiting list

Barnet will maintain a waiting list for the new Year 7. Children will be placed on the list in accordance with the above criteria. Children will move down the list if children with a higher priority are added. This waiting list will remain open until 31st December 2020.

Facilities/Extra-curricular activities

An extensive programme of enrichment is delivered within and outside the curriculum. An array of clubs run during lunch and after school, and there are numerous societies devoted to volunteering and charity work.

You and your child's progress

All students in Key Stages 3 and 4 are assessed by their teachers using a combination of in-class activities and tests at regular intervals. They are awarded an assessment level or GCSE grade. In addition, targets are set in each subject based on past performance which challenge each at their own level. These grades, along with comments and advice, are communicated to parents at the end of each term in a concise report. Interviews and support are provided regularly to help students achieve their targets.

Curriculum and homework

Hasmonean follows a two year Key Stage 3. Students choose courses and enrichment for Key Stage 4, and then again for the Sixth Form. A rigorous course of Jewish Studies is compulsory throughout the Key Stages. Enrichment is part of the curriculum at Hasmonean in all year groups, especially in Year 9 where the students can choose to study courses such as First Aid and Photography. Homework is set on a regular basis, often as a project. The Show My Homework portal is used to set and monitor homework.

Teaching and learning

The central focus of teaching and learning at Hasmonean is to raise the achievement of our pupils. We are geared towards continuous improvement and there are high expectations for both pupils and the teachers. The school is committed to Assessment for Learning whereby pupils are made aware of the level at which they are working and know what to do to reach the next stage. Teachers are expected to set clear expectations and model positive attitudes to learning to help pupils become independent learners who are committed to lifelong learning and able to cope with the demands of adult life.

Education after 16 / Sixth Form curriculum

Students are given guidance in Year 11 to help them select their A Level subjects. Further Sixth Form vocational courses are available. Students at Hasmonean almost invariably go on to further academic study of both Jewish and secular learning. As well-rounded scholars, they are fully equipped for further learning and the world of work and to take their place in the Jewish and wider community as active and responsible citizens.

¹ A 'looked after' child is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. This definition has been widened to include previously 'looked after' children who have been adopted or made subject to a child arrangements or special guardianship order.

Admission limit for Year 7	75
Age range	11-18

www.hasmonean.co.uk

About our school

Aims and expectations

Hasmonean High School combines the secular with the religious, within a framework of Torah Im Derech Eretz (respect for others, both within the school community and in the wider world). Academic rigour is combined with in-depth Torah study, incorporating values such as chesed (caring, kindness) and tzedokah (charity).

The ethos of Hasmonean High School is based unambiguously on the principles of Orthodox Judaism. At the core of these principles is the recognition that both the written and the oral Torah are Divine. The principles are enshrined in the Shulchan Aruch, the Code of Jewish Law and its commentaries which delineate the laws, customs and values of an Orthodox Jewish lifestyle.

It is the school's aim to maximise the individual capabilities of its students to provide them with the knowledge and skills that will enable them, subsequently, to take their place in society whether in the worlds of Jewish learning, teaching or social service, or in the general academic, professional or business worlds.

Transport

Bus: 113

Nearest station: Hendon Central (Northern Line)

Type of school

Jewish orthodox academy for girls which is part of the Hasmonean Multi-Academy Trust.

Supplementary Information Form

A Supplementary Information Form (SIF) is required.

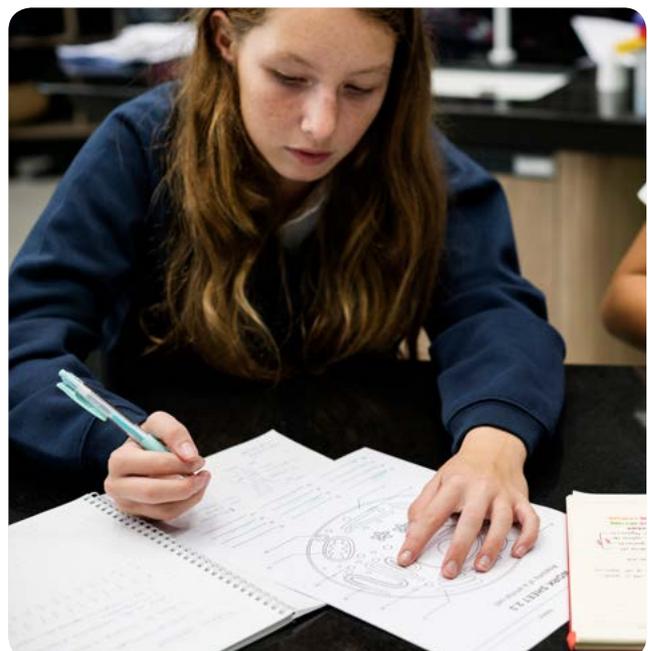
Uniform

All students are expected to adhere to the school's uniform policy. Details are distributed to parents in the Welcome Pack

Attendance, discipline and pastoral arrangements

At Hasmonean we aim to maximise the potential of every student within a positive, safe and supportive learning environment. Self responsibility is encouraged through rewards and sanctions. Regular attendance and punctuality are viewed as crucial factors which contribute to maintaining high academic progress and achievement.

Support strategies include: tracking, monitoring and intervention; staff mentoring; peer mentoring; pastoral focus on specific groups; and meetings with the Pastoral Team and School Counsellor.



Oversubscription criteria

(summary) see school website for full criteria

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1. Orthodox Jewish children who are 'looked after' or were previously 'looked after' as defined by the Admissions Code.¹
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 3. Orthodox Jewish students whose siblings are at either HHS for Boys or HHS for Girls at the time of admission.
 4. Orthodox Jewish students who are only or eldest children (due to the difficulty in our community for only or eldest children securing a place at a Jewish school)
 5. Orthodox Jewish students whose siblings are former students of HHS for Boys or HHS for Girls or Hasmonean High School when it incorporated both schools.
 6. all other Orthodox Jewish students.
 7. 'looked after' children and previously 'looked after' children other than those who are Orthodox Jews
 8. other children.
- A. A child must observe and practise Orthodox Jewish traditions and practices as set out in Parts 1 & 2 of our Rabbi reference form. In the event of any dispute as to whether a child meets these criteria, the authority of the Rabbis of the Jewish Secondary Schools Movement is final.

B. A child must also have a parent or guardian who observes Orthodox Jewish traditions and practices according to the criteria set out in Parts 1 & 2 of our Rabbi Reference Form.

Confirmation of the above will be required through completion of our Rabbi Reference Form.

In each category priority will be given to those living nearest the school by straight line measuring using the Local Authority's measuring system.

Waiting list

Barnet will maintain a waiting list for the new Year 7. Children will be placed on the list in accordance with the above criteria. Children will move down the list if children with a higher priority are added. This waiting list will remain open until 31st December 2020.

Facilities/Extra-curricular activities

An extensive programme of enrichment is delivered within and outside the curriculum. An array of clubs run during lunch and after school, and there are numerous societies devoted to volunteering and charity work.

You and your child's progress

All students in Key Stages 3 and 4 are assessed by their teachers using a combination of in-class activities and tests at regular intervals. They are awarded an assessment level or GCSE grade. In addition, targets are set in each subject based on past performance which challenge each at their own level. These grades, along with comments and advice, are communicated to parents at the end of each term in a concise report. Interviews and support are provided regularly to help students achieve their targets.

Curriculum and homework

Hasmonean follows a two year Key Stage 3. Students choose courses and enrichment for Key Stage 4, and then again for the Sixth Form. A rigorous course of Jewish Studies is compulsory throughout the Key Stages. Enrichment is part of the curriculum at Hasmonean in all year groups, especially in Year 9 where the students can choose to study courses such as First Aid and Photography. Homework is set on a regular basis, often as a project. The Show My Homework portal is used to set and monitor homework.

Teaching and learning

The central focus of teaching and learning at Hasmonean is to raise the achievement of our pupils. We are geared towards continuous improvement and there are high expectations for both pupils and the teachers. The school is committed to Assessment for Learning whereby pupils are made aware of the level at which they are working and know what to do to reach the next stage. Teachers are expected to set clear expectations and model positive attitudes to learning to help pupils become independent learners who are committed to lifelong learning and able to cope with the demands of adult life.

Education after 16 / Sixth Form curriculum

Students are given guidance in Year 11 to help them select their A Level subjects. Further Sixth Form vocational courses are available. Students at Hasmonean almost invariably go on to further academic study of both Jewish and secular learning. As well-rounded scholars, they are fully equipped for further learning and the world of work and to take their place in the Jewish and wider community as active and responsible citizens.

¹ A 'looked after' child is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. This definition has been widened to include previously 'looked after' children who have been adopted or made subject to a child arrangements or special guardianship order.



Hendon School

Golders Rise, Hendon NW4 2HP

Headteacher
Rhona Povey

tel: 020 8202 9004
email: info@hendonschool.co.uk

DFE code 302 5400

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	208
Age range	11-18

www.hendonschool.co.uk

About our school

Aims and expectations

Believe, Achieve, Lead, Belong

At Hendon School students are part of a thriving learning community where everyone is valued. Working in partnership with parents and carers we aim to get the best out of every student. This is why we put learning and teaching at the heart of everything we do. The strong curriculum extends beyond the classroom with students enjoying success in an impressive range of creative, sporting, technological and enterprise activities. Leadership flourishes and many students have been recognised nationally and internationally for their contributions to citizenship.

Hendon is a happy, vibrant and purposeful school. We foster an ethos of respect and mutual support and strive to ensure that our students gain the results and skills they need to follow their chosen pathways at university, in further education or employment. Our students leave school prepared for the challenges of adult life and ready to make a valuable difference to society.

Transport

Buses: 83, 113, 143, 183, 186, 240 and 326
Nearest stations: Hendon Central (Northern Line)

Type of school

Co-educational comprehensive academy

Supplementary Information Form

A supplementary Information Form (SIF) is not required.

Uniform

Students are expected to wear school uniform

Attendance and pastoral arrangements

Pastoral care and inclusion are of exceptional quality at Hendon School and transition from primary to secondary is well supported. We aim to nurture the whole child and ensure that students develop positive moral values which enable them to make valuable contributions to both school and in wider society. Students are expected to maintain a minimum 96% attendance, given the proven link between good attendance and attainment.

High standards of behaviour are expected and students joining the school agree to abide by our Code of Conduct, school rules and behaviour code. The Home School Agreement sets out the expectations and responsibilities of the school, the student, and their family. Excellent systems are in place to support our students through their education. Every student has a tutor who knows the child well and is the main point of contact for parents.



Oversubscription criteria

(summary) see school website for full criteria

Year 7 applicants are required to take a standardised national test (this will consist of verbal, non-verbal and numerical reasoning tests set by the NFER). On the basis of the results of the test applicants are placed in one of three bands:

Band A: scoring equivalent to the top 25% of the population as a whole – 25% (50) places

Band B: scoring equivalent to the middle 50% of the population as a whole – 50% (100) places

Band C: scoring equivalent to the lowest 25% of the population as a whole – 25% (50) places.

Once placed within a band, the actual standardised score and the position within the band are disregarded.

Where applications exceed the number of places available, the following criteria will be applied in order to decide which students to admit. The criteria are applied independently to the groups of applicants in each band in the sequence indicated in order to determine the offer of places.

In the event of under application to any band whilst the school remains overall oversubscribed, applicants will be selected from the adjacent band (in the case of band B, alternatively from bands A and C) on the basis of the criteria listed. In the event of there being no further applicants in the adjacent band, places will be offered on the basis of the criteria below to any remaining applicants irrespective of band.

1. all looked after children and previously looked after children (see the definition in Section 22(1) of the children's act 1989) for whom placement at Hendon School is deemed by the London Borough of Barnet to be appropriate

2. children who are deaf or who have an Autistic Spectrum Condition (ASC) for whom placement at Hendon School is deemed by the London Borough of Barnet and the school to be appropriate. The PDS (Provision for Deaf students) and the HARP (Hendon Autistic Resource Provision) offer a maximum of 20 students in each provision

3. children with brother* or sister* already at the school and still expected to be at the school when transfer takes place. For the purpose of criterion 3, 'brother' or 'sister' means either (a) a child having at least one natural parent (or by legal adoption) in common with the applicant, or (b) a child related to the applicant as a stepsibling by the inter-marriage of one of each of their parents prior to the date of application, and living at the same address Monday – Friday

4. children who have previously been on the school register and came off the register due to a change in the home address and have moved back to the area

5. children of any permanent members of staff. A 'Staff Child' is defined in these criteria as a child who lives as the staff member's son or daughter in the same house, including natural born, adopted, step and foster son or daughter

6. the distance of children's homes from the school as measured in a straight line, those living nearer being accorded priority. Distance will be used as a 'tie-breaker' if two or more applicants are equally qualified for a place in any of the above criteria.

Waiting list

A waiting list will be maintained for each year group which is updated on an annual basis and maintained in the order of the oversubscription criteria. Late applications are only accepted from parents who have recently moved into the area. These will be treated in the same way as other applicants and arrangements will be made for them to take the entry tests.

Education after 16/ Sixth form curriculum

There is no automatic entry to the Sixth Form, either to students from the school or to others.

Students must have attained the academic entry requirements for the course for which application is made and are expected to have a commitment to the aims and policies of Hendon School and the Sixth Form.



The Henrietta Barnett School

Central Square, Hampstead Garden Suburb NW11 7BN

Headteacher
Del Cooke

tel: 020 8458 8999
email: office@hbschool.org.uk

DFE code 302 4752

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	104
Age range	11-18

www.hbschool.org.uk

About our school

Aims and expectations

The Henrietta Barnett School (HBS) is a warm, friendly and vibrant community that prides itself on happy and productive relationships. We are consistently one of the top state schools in the country and have an exemplary local and national reputation for academic excellence. Dame Henrietta Barnett strongly believed in the power of education to shape people's lives and founded the School to provide educational opportunities of the highest quality for its students. She built the School on the principle that education should be open to girls from different backgrounds to study and learn together and from each other. This principle is alive and well at HBS.

We provide a broad education that is ambitious, varied and stimulating. Academic excellence and a wide range of extra-curricular and enrichment opportunities are offered in an open, caring and supportive environment, enabling each individual to thrive and achieve her potential. We are committed to developing the whole person, encouraging students to explore their interests in a wide variety of ways and promoting curiosity of mind, independence of spirit and a love of learning.

In a culture of respect for others but without the need for bells or lists of imposed rules, HBS students are driven by self-motivation, self-discipline and a common purpose, a thirst for learning and a strong sense of pride in belonging to the diverse, inclusive, high-performing, friendly and supportive school community. They leave HBS full of integrity and ambition, ready and equipped to make a positive contribution to society, with the world at their fingertips.

Transport

Buses: 601, H1, H2, 13, 82, 260, 102
Nearest stations: Golders Green (Northern Line)

Type of school

Girls' selective grammar school. Academy

Supplementary Information Form and Test details

A Test Entry Form (TEF) is required. Apply online: www.hbschool.org.uk – Admissions – Entrance Test Application and Information” please add “All candidates sit the Round One test, comprising Verbal, Non-verbal and English reasoning papers. Those ranked in the top 300 will be invited to sit the Round Two English and Mathematics tests.*

Uniform

Years 7 – 11 are expected to wear our School uniform. There is no uniform for the Sixth Form.

Attendance, discipline and pastoral arrangements

Pastoral care and student wellbeing is at the heart of all that we do at HBS. We have a strong and supportive staff team of form tutors and dedicated heads of key stage for each student.

Our Wellbeing & Operations Manager oversees the wellbeing of all students across the school, liaising with school staff and external agencies to ensure that every girl has the support she requires.



* Due to the COVID-19 pandemic, test dates are subject to change, please visit our website for up-to-date information.

Oversubscription criteria

(summary) see school website for full criteria

If the school is oversubscribed, priority for admission will be given to those candidates who meet the criteria set out below, in the following order:

1. a 'looked after' child or a child who was 'previously looked after' but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order, providing that the candidate is capable of following The Henrietta Barnett School education. A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. In this category, a candidate will be considered to have the necessary capability if they sit the second round test and are ranked in the top 300 applicants in the tests. Please provide written evidence if you are responsible for a looked after child. This evidence must be received by Friday 17 July 2020
2. candidates who are eligible for Pupil Premium funding, providing that the candidate is capable of following The Henrietta Barnett School education. In this category, a candidate will be considered to have the necessary capability if they sit the second round test and are ranked in the top 300 applicants in the tests. Candidates will be considered for a Pupil Premium place only if they provide written confirmation, directly from their current school, of their Pupil Premium eligibility. This evidence must be received by Wednesday 15th July 2020. Please note that the School will not contact the current school directly for this information – the candidate is responsible for ensuring that their current school provides it
3. candidates who live within 3 miles of the school at the point when they submit their application to the Local Authority, providing that the candidate is capable of following The Henrietta Barnett School education. In this category, a candidate will be considered to have the necessary capability if they sit the second round test.

Distance from the School will be calculated as measured by the London Borough of Barnet. Distance is measured in a straight line between the address point for the child's home, supplied by Ordnance Survey, to the school's main entrance on Central Square using the Council's computerised geographical information system. Where a child lives normally during the school week with more than one parent at different addresses, the permanent home address for the purposes of school admissions will be the one where the child spends the majority of school nights Monday – Friday. Please note that an "address of convenience" i.e. a move to gain preferential access to a school, will not be accepted.

4. all remaining candidates in rank score order

Where candidates are equally ranked, geographical proximity to the School as measured by the London Borough of Barnet (as described above) will be used to decide the final placings. Applicants from the same block of flats, or applicants who live the same distance from the school will be selected in random order using Barnet Council's computerised system and places will be offered accordingly

Waiting list

All candidates whose names were forwarded to the Local Authority, but who have not been offered a place at the school on National Offers Day, will automatically be put on the waiting list in rank order of their standardised test score, but only if they have not already been offered a place at a higher ranked school. The waiting list remains open until the end of the first term of Year 7. Should a vacancy occur during this time the next student on the waiting list will be offered the place.

Facilities/Extra-curricular activities

We are located in the peaceful surroundings of Hampstead Garden Suburb. Our Science wing has been refurbished and in 2011 two new purpose built buildings were opened, housing state-of-the-art Music, Art, Drama and Technology suites.

In 2015 our library was extended and refurbished and is now a favourite place in the heart of the school. The school grounds were re-landscaped and accommodate a large MUGA (Multi Use Games Area).

HBS places great emphasis on the importance of extra-curricular activities and a wealth of weekly clubs and societies enable girls to extend their knowledge in favourite subject areas. They are complemented by a wide array of opportunities for girls to discover or develop their talents in the arts, music and sport.

You and your child's progress

We regularly review targets set for pupils and communicate with parents regarding progress, through reports and consultation evenings. Information on progress and attendance is also available on our secure online reporting system.

Curriculum and homework

Our broad and balanced curriculum exceeds the statutory requirements of the national curriculum and allows pupils to pursue their own interests. Pupils study up to twenty different subjects throughout Key Stages 3 and 4 encompassing aesthetic, creative, human, social, linguistic, literary, mathematical, moral, physical, scientific, spiritual and technological experiences. Students are responsible for the organisation of their own homework with all students being given homework guidance and diaries.

Education after 16/ Sixth form curriculum

Sixth Form students have greater independence and freedom within a structure of guidance and support. All our students embark on a programme of four A Levels chosen from a wide variety of academic subjects for Year 12 to give breadth to their studies. About half of them continue with all four subjects through to the end of Year 13. They also do curriculum enrichment, which includes Physical Education, PSHE, Careers talks and University preparation, as well as having many interesting speakers.

Admission limit for Year 7	180
Age range	11-18

www.jcross.org

About our school

Aims and expectations

JCoSS is the UK's only pluralist cross-communal Jewish Secondary School, providing a high achieving, aspirational environment.

We are committed to the success of each child in all that they do and attach a high value to academic attainment as well as celebrating personal achievement across every field of endeavour. The JCoSS environment enriches our students with a wealth of opportunities both in and out of the classroom so that they are well grounded and well rounded, able to achieve their potential in every way. Our hope is that JCoSS students leave us enriched and inspired, and go on to enrich and inspire others with all they have gained during their school journey.

Transport

Buses: 384 and private coaches from across North London and South Herts
Nearest stations: New Barnet (Overground), Cockfosters (Piccadilly Line), High Barnet (Northern Line)

Type of school

Jewish cross-communal co-educational voluntary aided school

Supplementary Information Form

A Supplementary Information Form (SIF) is required

Specialism

Science

Uniform

The JCoSS uniform is smart, practical and fundamental to our ethos, helping all children to learn together on an equal basis. The uniform is priced to be amongst the most of affordable of those required by good state schools. Full details are available on the school website www.jcross.org

Attendance, discipline and pastoral arrangements

We have high expectations of behaviour, attendance and punctuality. Our behaviour code is clear, consistent and positive, rewarding good learning and behaviour as well as exceptional performance.

A strong staff team comprising form tutors, Year Learning Co-ordinators and Heads of each Key Stage provide supportive pastoral care to ensure that every student reaches their potential.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered using the following 4 categories:

1. first priority – Jewish children who demonstrate, or of whom at least one parent demonstrates, commitment to the Jewish faith or involvement in recognised Jewish faith activities
2. second priority will be given to non-Jewish ‘looked after’ and previously ‘looked after’ children¹
3. third priority will be given to children who demonstrate, or of whom at least one parent demonstrates, commitment to a faith or involvement in recognised religious activities. This will be assessed by documentary evidence of attendance by the child or by a parent/carer at a minimum of 4 religious services in the six months prior to the application
4. all other children who do not fulfil the criteria for any category above.

In the event of oversubscription within the above, the following criteria order will be used.

First Priority Children

- a) Jewish children who are ‘looked after’, or who previously were ‘looked after’¹
- b) Jewish children who have a sibling who attends the School at the date of admission or who was on-roll on the last day of the summer term of the academic year three years prior to application
- c) a maximum of 10% of the places for Jewish children who live nearest to the School, with those living closest having higher priority. Distance is measured in a straight line between the address point for the child’s home, supplied by Ordnance Survey, to the school’s main gate using the Council’s computerised geographical information system. Applicants from the same block of flats, or applicants who live the same distance from the school will be selected in random order using Barnet Council’s computerised system and places will be offered accordingly.

- d) children* (Jewish and non-Jewish) of JCoSS staff who have a permanent contract of employment and have completed two years of service on the last day of the summer term of the academic year prior to application
- e) all other Jewish children.

Second Priority Children

- f) all other children who are ‘looked-after’ or who were previously ‘looked-after’¹

Third Priority Children

- g) ‘other-faith’ children who have a sibling attending the school at the date of admission or who was on roll on the last day of the summer term of the academic year prior to application
- h) all other ‘other-faith’ children

Remaining Places

- i) all other children who have a sibling who attends the school at the date of admission or who was on roll on the last day of the summer term of the academic year prior to application
- j) all other children.

Tie-break

If in any category there are more applicants than there are available places remaining, offers will be made by random allocation using Barnet Council’s computerised system and places will be offered accordingly.

If an offer is made under any category to someone who is a twin, triplet or one of multiple births, an offer will also be made to the other sibling(s). This applies for secondary transfer only and not in-year applicants.

Facilities/Extra-curricular activities

Our magnificent £48m facilities include state-of-the-art ICT, sprung-floor dance and drama studios, astro turf football pitches, well-equipped science laboratories and a learning environment that is second-to-none. We have a wide range of extra-curricular clubs, where students can participate in a whole host of activities from Chess to Debating, Yoga and Film Club. We have a huge range of Sports Clubs from table tennis to football and athletics to netball, as well as an outstanding creative arts provision where students can participate in Drama productions, Orchestras and Choirs.

Curriculum and homework

At Key Stage 3 (Years 7-9), students follow the National Curriculum which comprises English, Maths, Science, Art, Computing, Geography, History, Languages (which include French, Ivrit, Spanish and Latin), Music, Technology, Religious Education, Physical Education and PSHCE. This provision is enhanced with Drama and Jewish Education. Jewish Education is delivered through an exciting and thematic curriculum which has been uniquely developed for JCoSS.

A JCoSS student should expect to spend an hour per night on Home Learning in Year 7, rising towards three hours by the 6th Form.

Teaching and learning

Our exceptional teachers and subject leaders have a wealth of experience and create an environment that celebrates academic achievement and promotes success. Our teachers ensure that students receive an excellent education by taking the time to understand each student and tailor their teaching accordingly to their individual needs. This provides a stimulating, demanding and enjoyable learning experience. Our rigorous process of target setting, monitoring and analysis ensures that our students achieve – and exceed – their potential.

Education after 16/sixth form curriculum

Our 6th form, rated Outstanding by Ofsted, has a wide range of A Level and Vocational courses for students either moving up internally or arriving from other schools. We have unrivalled facilities available for the 6th form, including a dedicated state-of-the-art study room and 6th Form coffee shop. The majority of our Year 13 students leave JCoSS to attend their first choice Universities including Oxbridge and prestigious Russell Group Universities.

¹ children who ceased to be ‘looked after’ because they were adopted or became subject to a child arrangements order or special guardianship order.



London Academy

Spur Road, Edgware HA8 8DE

Principal
Mr Alexander Warburton

tel: 020 8238 1100
email: office@londonacademy.org.uk

DFE code 302 6905

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	210
Age range	11-19

www.londonacademy.org.uk

About our school

Aims and expectations

Our aims are to:

- provide an education that is meaningful, purposeful and academically rigorous
- encourage high standards of leadership, behaviour and attainment from all students by fostering a sense of community, nurture and care for all its students
- underpin the curriculum with economic and business understanding
- emphasise the use of the latest technology in teaching and learning
- foster respect among students for themselves and others
- develop students self-esteem
- build strong links with the business community, locally, nationally and internationally.

Transport

Buses: 107, 113, 142, 251, 288, 642
Nearest stations: Stanmore (Jubilee Line),
Edgware (Northern Line)

Type of school

Co-educational comprehensive academy

Supplementary Information Form

A Supplementary Information Form (SIF) is not required

Specialism

Business, Enterprise and ICT

Uniform

Students in Years 7 – 11 are expected to wear uniform. The Academy uniform has been designed to be neat, hard wearing and as economical as possible. All children are expected to take pride in themselves and their Academy.

Attendance, discipline and pastoral arrangements

Each student at London Academy has their own self-contained Home Base where they are supported by their Student Manager, Student Support Officer, Personal Tutors and other staff. Each student has a Personal Tutor who will work with them setting targets for progress and taking an active interest in their welfare.



Oversubscription criteria

(summary) see school website for full criteria

The admission limit is 210 with an additional 5 places in the Speech and Language Unit (CDSL). Admission to the CDSL is by relevant statement of educational needs.

If there are more applications than the number of places available, places will be offered according to the following

1. 1. children who are 'looked after' and 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 under the provision of the Children Act 1989
2. siblings at the Academy (siblings would include half, step, adoptive and foster siblings provided they also live at the same address as the applicant). It will also include siblings of former students provided they completed their education at the end of year 11 or in Sixth Form
3. children attending another AIM Academy Trust school
4. children who are in receipt of the Pupil Premium or early years premium at date of application
5. remaining places will be allocated on a geographical basis (the distance from the academy). Distance will be measured in a straight line from the address point for the child's home to the entrance of the Secondary Principal's office using the London Borough of Barnet's computerised geographical information system with those living closest being given priority
6. students whose parent has been employed at the Academy for two or more years at the time at which the application is made and children of staff who have been employed to fill a post for which there is a demonstrable skill shortage.

Distance will be used as a tie breaker in each category. If two or more children with the same priority for admission live an indistinguishable distance from the Academy but cannot all be admitted, then the available places will be decided by random allocation using the London Borough of Barnet's computerised system.

If the last student to be offered a place within the Academy's published admissions Number (PAN) is a multiple birth or the same cohort sibling, any further same cohort sibling will be admitted.

Facilities/Extra-curricular activities

Our facilities provide ample opportunity for activities at lunchtime and after lessons. Sports include football, rugby, badminton, table tennis, basketball, sailing, hockey, athletics, cricket, weight training, tennis, netball, dance and rounders.

The Academy enjoys a good deal of success in a wide range of inter-academy competitions. We also have a multi-gym and a climbing wall. Students can opt to play golf, go canoeing and sailing and go dry slope skiing.

Other clubs and activities include Dance, Homework Club, Sailing, Steel Pans, Youth Band and Self Defence.

You and your child's progress

Regular consultations are organised between teachers and parents to discuss individual student progress and to set achievable but demanding targets.

Curriculum and homework

We offer a broad and balanced curriculum from Year 7 to 13 that enables students to achieve their full potential. Homework is an essential part of a student's academic development and is set regularly from Year 7.

Education after 16/ Sixth form curriculum

At post-16 we recognise that students have different desires or designs. Some have clear ideas on careers they wish to follow at 17 or 18 whilst others have plans to move onto Higher Education.

In order to meet these different demands we offer different pathways which lead to Advanced Levels, Applied 'A' Levels or vocational qualifications. All students are expected to take advantage of the optional enrichment courses available.



Menorah High School for Girls'

105 Brook Road NW2 7BZ

Headteacher
Mrs Esther Pearlman

tel: 020 8208 0500
email: admin@menorahhigh.com

DFE code 302 4004

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	60
Age range	11-18

www.menorahhigh.org

About our school

Aims and expectations

We aim to enable our students to become outstanding citizens within the Jewish and wider communities. We strive to instil in our students a firm foundation that will prepare them for a life of committed Torah observance. To this end, love of Judaism permeates every aspect of school life. Secular subjects are taught in accordance with the National Curriculum expectations.

There is a strong emphasis on high levels of character development and personal behaviour. The school develops the girls' abilities to a level, such that upon graduating they are able to enter a Seminary for Advanced Religious Jewish Study, and subsequently further educational institutions of their choice in this country or abroad.

Transport

Buses: 332, 245, 182
Nearest stations: Dollis Hill

Type of school

Jewish Orthodox Voluntary Aided Girls Secondary School

Uniform

All students are expected to adhere to the school's uniform policy. Details are distributed to parents in the welcome pack.

Attendance, discipline and pastoral arrangements

Our school nurtures a particularly warm atmosphere which results in self-confident, happy young people equipped with the necessary tools to face the world with its many challenges. A core aim of the school is to create good relationships between all who work and learn here. We aim to let the pupils know that they are cared for as people, both inside and outside the classroom.

Through good models of adult behaviour, consistent approaches in dealing with students and constant encouragement to develop self-esteem, we aim to engender self-discipline and autonomous adherence to high standards by all. The Head Teacher and school staff implement behaviour and discipline practices which are made explicit to students through assemblies, tutorial programmes and parents' involvement.

The implementation of these practices involves both rewards and sanctions. Rewards and sanctions are implemented consistently, recognising that one must have regard to the individual situation and the individual pupil. Regular attendance and punctuality are taken seriously with regular monitoring and follow up.



Oversubscription criteria

(summary) see school website for full criteria

Where applications for admission of children exceed the number of places available, girls will be prioritised on the basis of the following criteria in the order set out below:

1. Charedi Jewish girls who are 'looked after' or were previously 'looked after'. A 'looked after' child is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. 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)
2. Charedi Jewish girls with medical or social grounds for admission to this school in particular. Supporting evidence from a suitably qualified professional will be required at the time of application
3. Charedi Jewish girls with sisters attending the School at the time of application. A sister must live permanently at the same address as the child for whom the application is being made. This includes half-sisters, stepsisters, adopted sisters and foster sisters who live permanently as a family unit at the same address
4. other Charedi Jewish girls
5. other girls who are 'looked after' children or previously 'looked after' children in accordance with the definition at 1
6. all other girls.

If there are insufficient places for all applicants in any of the above criteria, random allocation will be used to determine which girls will be admitted, in the presence of an independent observer.

Facilities/Extra-curricular activities

We incorporate a wide range of enrichment, both within and outside the curriculum. Our pupils are involved in voluntary and charity work within the local community.

You and your child's progress

Pupils are set aspirational progress targets based on their effort and achievement which are monitored effectively. There is an efficient system of intervention for pupils who are not reaching their expected targets. We integrate a wide range of learning opportunities to further challenge our most able pupils. We report regularly to parents through parents' evenings and written reports.

Curriculum and homework

Menorah High School exists to serve girls of the fully Orthodox Jewish Community. In consequence the curriculum is designed to equip them to function, and to succeed, as fully observant Jewish citizens of this country.

The curriculum is divided into two parts. The Limmudei Kodesh (Jewish Studies) programme which comprises the study of traditional Jewish texts, underpinned and supported by Jewish ethics and Jewish practice.

Our secular curriculum includes all National Curriculum subjects delivered to a high level by our skilled and dedicated teaching staff. Regular homework is set and assessed and is used to monitor progress and inform further teaching.

Teaching and learning

We have high expectations of the effort that pupils should make and what they can achieve. We aim for well-paced teaching, using stimulating activities matched to a range of learning styles.

We systematically develop pupils' skills so that their learning becomes increasingly independent. We aim to create an environment that promotes learning in a settled and purposeful atmosphere.

Education after 16/ Sixth form curriculum

The sixth form offers a challenging range of A-Level subjects and vocational courses in Art and Design and Health and Social Care, together with a high-level Kodesh programme.

In addition, pupils are supported through a programme of meaningful work experience and extra-curricular studies.



Mill Hill County High School

Worcester Crescent, Mill Hill NW7 4LL

Headteacher
Andy Stainton

tel: 020 8238 8180
email: admin@mhchs.org.uk

DFE code 302 5402

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	243
Age range	11-18

www.mhchs.org.uk

About our school

Aims and expectations

The school aims to provide children with a safe, stimulating and challenging environment in which to develop their talents and abilities and to learn to care for others and for their environment. Students are expected to try to learn, to try to help others to learn and to try to be a pleasure to teach and to know. While all members of the school community, adult and child, are expected to treat each other with respect, there is an explicit expectation that students will be respectful to their elders, be they teachers, other staff, contractors, visitors or members of the general public, both in school and out.

Transport

Buses: 113, 186, 221, 240, 251, 292

Type of school

Co-educational academy

Supplementary Information Form

A Supplementary Information Form (SIF) is not required.

Uniform

Students are required to wear our distinctive uniform in the traditional manner, for example, collars buttoned, ties in place and shirt tails tucked in.

We have a no-jewellery rule.

Attendance, discipline and pastoral arrangements

The school believes that every child matters, irrespective of their circumstances and that therefore, every child will be provided with a full range of support in order to help them be a successful learner. However, every child is also required to take full responsibility for their behaviour and to show consideration towards the learning and well-being of others.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. children who are in public care, under the provision of the Children Act 1989, or who were in public care but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order)
2. a maximum of 90 (ninety) pupils will be admitted on the basis of geographical proximity, as measured, in a straight line from the Headteacher's office to the pupil's recognised permanent home address and place of residence at the time of the closing date for applications to the school. The offer of a place may be withdrawn if the address given is found not to be the permanent address. The 90 places will include any applicants who could be admitted under other criteria
3. applicants who have an elder sibling who is on the school roll at the time of the closing date for applications to the school, and who is permanently resident at the same address, will be offered places
4. Children of members of the teaching staff of MHCHS, providing that the teacher has been employed at the school for a minimum of two years at the time of the application, or is recruited to fill a vacant post for which there is a demonstrable skill shortage. The criterion applies to natural born, adopted, step and foster children

5. if there are 60 remaining places after allocations under Criteria 1 – 4 and any places allocated to children with an Education, Health and Care plan (EHC) formerly known as Statements of Special Educational Needs, those 60 places will be allocated on the basis of technological aptitude¹ (24), musical aptitude² (24) and dance aptitude³ (12).

If there are more than 60 places remaining, 60 places will be allocated as above and any remaining places will become additional geographical proximity places, under Criterion 2.

If there are fewer than 60 places remaining, all remaining places will be allocated on the basis of technological, musical and dance aptitude in the proportions 2/5 (two fifths) to technology, 2/5 (two fifths) to music and 1/5 (one fifth) to dance, any odd places being allocated first to technology and then to music.

The total number of places allocated under criterion 5 will not exceed 60.

The School Admissions Code 2014 requires schools to conduct any aptitude tests or auditions and to report the results to parents before parents make applications for other schools. Tests and auditions for technology, music and dance places, widely publicised in the local press and by primary schools, take place towards the end of Year 5 (music and dance) and the start of year Year 6 (technology). Details of the tests and auditions are included for information in The Procedures document. *The final date to apply to take these tests/auditions in respect of admission to Year 7 in September 2021 is 15 May 2020.

Facilities/Extra-curricular activities

Though we are very short of space, we are well-off for equipment including IT facilities. We have our own attractive playing fields, with beautiful views over the Hertfordshire hills. Music is quite exceptional, as is our programme of educational visits. There is first class drama, dance and we excel in both team and individual sports.

Curriculum and homework

Homework is a vital part of every student's educational experience at MHCHS. It offers girls and boys the opportunity to develop skills which they need to become independent and successful learners; it can consolidate the learning which takes place during the school day and it helps to improve students' personal organisation and study skills.

You and your child's progress

Parents of Year 7 students are invited to meet their children's tutors in early October and a full Parents' Evening takes place in February. There are regular progress checks and parents are informed of any concerns and encouraged to communicate concerns of their own.

Teaching and learning

We seek ever-improved ways of removing barriers to children's learning and of finding teaching methods which are suited to each individual child's needs.

Education after 16/ Sixth form curriculum

Year 11 students are offered places providing they have previously displayed a positive attitude to study and a determination to succeed. We offer a wide ranging curriculum, which includes an extensive extra-curricular programme.

1 Technological Aptitude. All applicants seeking a place on the basis of technological aptitude must previously have sat our test on Verbal Reasoning and Abstract Reasoning. The results of both tests will be added together to produce an offer score. No minimum score will be required, places being offered strictly in descending order of each applicant's combined score.

2 Musical Aptitude: All applicants seeking a place on the basis of musical aptitude must previously have obtained a score in our musical aptitude audition. If there are more applicants than places, places will be offered strictly in descending order of each applicant's score.

3 Dance Aptitude: All applicants seeking a place on the basis of aptitude for dance must previously have obtained a score in our dance audition. If there are more applicants than places, places will be offered strictly in descending order of each applicant's score.

* Due to the COVID-19 pandemic, test dates are subject to change, please visit our website for up-to-date information.



Queen Elizabeth's Boys' School

Queen's Road, Barnet EN5 4DQ

Headteacher
Neil Enright

tel: 020 8441 4646
email: enquiries@qebarnet.co.uk

DFE code 302 5401

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	11-18

www.qebarnet.co.uk

About our school

Aims and expectations

The central aim of the school is to produce young men who are confident, able and responsible. We believe that a happy life beyond school and good employment prospects rely as much on good character as on high academic achievement. In addition to the acquisition of skills and knowledge, boys are therefore taught the importance of good behaviour, a positive attitude and a genuine respect and concern for others.

Transport

Buses: 84A, 107, 234, 263, 307, 384, 385
Nearest stations: High Barnet (Northern Line)

Type of school

Boys' selective academy

Supplementary Information Form

An Entrance Test Request Form is required. Apply online at <https://www.qebarnet.co.uk/admissions>

Uniform

School uniform is prescribed for boys in years seven to ten, and a strict dress code applies thereafter. We believe that a boy's appearance is indicative of the pride he takes in himself and his school, and dress regulations are therefore applied rigorously.

Attendance, discipline and pastoral arrangements

During induction boys are placed in a tutor group of approximately 30 pupils, attached to one of six houses. They remain with this group until the end of Year 10. For Year 11 and Sixth Form, tutor groups contain approximately 15 pupils. Individual discussions between boys and their form tutors are a regular occurrence to review progress, involvement and wellbeing.

There is a bespoke pastoral curriculum, known as Personal Development Time. For those boys needing additional support, peer and staff mentoring programmes are available, as are appointments with an in-school counsellor.

Recognition and praise underpin the behaviour management strategy, highlighting to pupils the standards which are expected. Pupils are also given increasing levels of leadership responsibility as they progress through the school. If a pupil's conduct falls short of these high expectations, sanctions are applied consistently and fairly. Regular attendance is a pre-requisite for effective learning and participation, and is expected as a matter of course.



Oversubscription criteria

(summary) see school website for full criteria

There is only one formal point of entry to the school and this is at age 11 on secondary transfer.

All places will be allocated on the basis of academic ability, established by selection tests to be held in the autumn prior to the year of admission. Each candidate will sit two tests on the same day. The scores for each test will be standardised, and then combined. Candidates will be listed in the rank order of their combined scores. Those candidates achieving the combined score set out in the school's Admissions Guide for Parents, or higher than this score, will be deemed to have met the standard required by the Governors to be eligible to be considered for admission to the School. Achieving this standard is not a guarantee that a place will be offered.

Prior to the deadline for making applications to schools, parents will be informed of the outcome of the selection tests.

They will be told either that:

- a) their son has achieved a score which meets the standard required by the Governors, and is therefore eligible to be considered for admission to the School or that
- b) their son has achieved a score which does not meet the standard required by the Governors, and that he is therefore not eligible to be considered for admission to the School.

In the event of two or more applicants scoring the same mark, the rank order for allocation of places will be determined by the distance measured in a straight line between the address point for the applicant's home, supplied by Ordnance Survey, and the main school gate, with the closest given the highest rank.

Waiting list

Places which become available will be offered to those on our waiting lists in accordance with the published admissions criteria.

Waiting lists will remain open until **31 December 2021**.

Facilities/Extra-curricular activities

The school is housed on a 23-acre site adjoining the green belt, making a pleasant and expansive educational setting. The facilities are continually upgraded, with the most recent additions being an eight-lane indoor swimming pool, a large multi-purpose hall, a new library, an independent learning centre for Sixth Form pupils and a new dining hall. Construction is due to get underway on a new Music school to accommodate a large extra-curricular programme.

There is a vast range of extra-curricular activities available through the house system, subject-based clubs and societies and competitions on a local, national and international scale. It is expected that there will be something of interest for all, and every boy is encouraged strongly to participate.

You and your child's progress

We recognise that education is a partnership between home and school, and that full involvement of parents and harmony of expectations are vital to a boy's success. Regular briefing evenings are held and parents are kept updated on the progress of their sons frequently. Communication is encouraged through the use of diaries and organisers which we ask parents to monitor on a weekly basis, as well as, increasingly, our well-established e-learning platform called eQE.

Curriculum and homework

Throughout the school all boys receive a broad and balanced curriculum, supplemented by a vast range of additional activities upon which equal importance is placed. In all aspects they are encouraged to the highest levels of effort and commitment, and are acknowledged, praised and rewarded for their achievements. Regular homework supports and augments the work done in school, allowing boys the opportunity to enhance qualities of independent learning.

Teaching and learning

On admission to the school, most lessons are taught to boys in their tutor groups (apart from subjects in which safety or effectiveness of delivery demands a smaller group size). This gives an opportunity for a common basis of knowledge to be established whilst friendships are being formed. Thereafter boys are placed in sets in each subject according to academic ability so that teaching can be targeted and learning enhanced. Teaching in school is supported by resources and extension materials accessed through eQE.

Education after 16/ Sixth form curriculum

The very large majority of pupils stay on into the Sixth Form where typically they start four AS level courses. In addition to the full range of subjects available at KS4 there are courses in Further Mathematics, Philosophy, Politics and Sociology. Pupils also take an enrichment course from a range of options including the Extended Project Qualification, as well as benefitting from the school's university admissions support and preparation programme. Support and guidance to enhance the boys' future prospects is supported by input from alumni, via our QE Connect initiative.



Founded in 1888

Queen Elizabeth's Girls' School

High Street, Barnet EN5 5RR

Headteacher
Violet Walker

tel: 020 8449 2984 fax: 020 8441 2322
email: office@qegschool.org.uk

DFE code 302 4208

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	11-18

www.qegschool.org.uk

About our school

Aims and expectations

The central aim of the school is to encourage the development of each girl's inner resources, so that she acquires wisdom and integrity to make positive choices in a rapidly changing world. Most importantly, girls to leave our school as well-qualified, confident, caring and happy members of their community, equipped to be capable of supporting themselves financially, contributing economically and socially to wider communities.

We strongly believe that all students are individual and that all should pursue excellence and develop their talents in academic, creative, physical and social skills.

We provide an environment in which learning can flourish and be enjoyed not just as a means to good academic results but as an interest for life, motivated by the school's commitment to provide the girls with access to a full range of study and enrichment experiences.

Transport

Buses: 34, 84, 107, 184, 234, 263, 307, 326, 384, 385
Nearest stations: High Barnet (Northern Line)

Type of school

Girls' comprehensive academy

Supplementary Information Form

A Supplementary Information Form (SIF) is not required

Uniform

Full details are on the school website

Attendance, discipline and pastoral arrangements

The school has high expectations of behaviour in and out of lessons and promotes full attendance. Pupils are in tutor groups of approximately 26 or 27.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

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)
2. children who, at the time of application, have a sibling living at the same address in years 7–11 of the school, (or who is in years 12–13 if they previously attended in years 7–11 for at least one year). Siblings would include half, step, adoptive and foster siblings provided they also live at the same address as the applicant
3. children who are living with a parent who has been employed by Queen Elizabeth's Girls' School for a period of at least two years at the application deadline, or who were recruited to fill a vacant post for which there was a demonstrable skill shortage, will be allocated places under this category by reference to the proximity of the child's home address (as defined by this policy) to the School, with those living nearer receiving higher priority
4. remaining places are offered on a geographical basis measuring distance in a straight line from the school. Distances are measured between the child's home and the main school gate. The distance between these points is calculated using a computerised geographical information system.

Tie Breaker – distance will be used as a tie-breaker within each category.

Final Tie Breaker – applicants from the same block of flats, or applicants who live the same distance from the school will be selected in random order and places will be offered accordingly.

Applications made on behalf of twins or triplets – when the over-subscription criteria are applied to applications made on behalf of twins or triplets, they will be selected in random order and places will be offered accordingly.

This could result in one (or two) children in a family being offered a place but not the other(s). Where relevant, the remaining child(ren) would be retained automatically on the particular school's waiting list and would have priority should any vacancies arise at that school.

Facilities/Extra-curricular activities

The school has a full range of specialist facilities for curriculum delivery. The school also has an indoor swimming pool.

A wide range of extra-curricular activities is offered at lunchtimes and after school. The school is proud of its programme of visits and journeys.

You and your child's progress

The partnership with parents is integral to success and is set out in the Home School Agreement. Reporting and Parents' Evenings are on a termly basis.

Curriculum and homework

The school offers a broad and balanced curriculum based on the National Curriculum. Home learning is an integral part of the curriculum and will take a range of different forms, often using ICT and/or the Managed Learning Environment. There is a full range of GCSE and vocational subjects at Key Stage 4 and we review the offer in line with curriculum changes and demand each year.

Teaching and learning

High standards of teaching and learning are our highest priority with the aim of developing successful, independent learners. We seek to ensure that lessons are engaging, challenging and stimulating.

Assessment for Learning supports pupils in knowing how to develop their learning, to make good progress and to achieve their very best.

Education after 16/ Sixth form curriculum

The school Sixth Form is popular and oversubscribed. A wide range of A level courses are offered and some places are available to external applicants. More detail is available on the website.



St Andrew the Apostle

North London Business Park, Brunswick Park Road, New Southgate N11 1BF

Headteacher
Michael Vassiliou

tel: 020 3195 5444
email: admin@standrewtheapostle.org.uk

DFE code 302 4000

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	150
Age range	11-18

www.standrewtheapostle.org.uk

About our school

Aims and expectations

St Andrew the Apostle school opened in September 2013. We are a Christian school community where we value every individual for who they are. The school has high academic standards and is always striving to achieve the highest results so that every pupil can make progress and achieve success. We are firmly committed to developing the full potential of our learners and we actively promote the highest personal standards in terms of behaviour, effort, uniform and commitment to the values of our community. Our mission as a Greek Orthodox School is founded on Gospel values of truth, justice, respect for all and reconciliation. These values are central to every aspect of school life.

Our most recent inspection recognised the high academic standards and expectations at St Andrew's as well as our students' impressive behaviour and attitudes. Progress made by our students, of all abilities, is exceptionally high. St Andrew is based on the Christian faith and moral principles of the Greek Orthodox Church. The school is part of the high performing Russell Education Trust group of schools.

We:

- deliver a broad curriculum that promotes academic excellence and exceptional progress across the ability range
- foster a spirit of kindness, tolerance and responsibility which allows each student to grow in character as an individual and as a community member
- encourage students to progress to higher education
- aim to promote, in particular, the study of maths, sciences, the classical subjects and languages at university

Transport

Buses: 34, 251, 382

Nearest stations: Arnos Grove (Piccadilly Line)

Type of school

Greek Orthodox Academy

Supplementary Information Form

Yes (if applying under a faith criterion)

Uniform

The school has a strict uniform policy which students are expected to follow at all times. The uniform must be worn on the way to and from school. Our policy on school uniform is based on the notion that school uniform promotes a sense of pride in the school and engenders a sense of community and belonging towards the school. Our uniform supplier is Stevenson's. Full details can be found on the website.

Attendance, discipline and pastoral arrangements

The school's pastoral system is based on the Christian ethos of the school. This provides a robust and secure approach to developing students' achievements as well as an holistic approach to the development of character.

The school's tutorial programme enables students to develop study skills, social responsibility and an awareness of their place in the community, both within school, in church and beyond. St Andrew's students embrace the opportunities they are given to accept responsibility for many aspects of school life.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority' with Where the number of applications for admission is greater than the places available and after the agreed admission of any children with an Education, Health and Care Plan, the following oversubscription criteria will be applied in the order below:

1. children who are 'looked after' or have been 'looked after' by a local authority in accordance with Section 22 of the Children Act 1989
2. children for whom it is essential to be admitted to this school because of special circumstances to do with significant medical or social needs evidenced by written professional advice from a doctor, social worker or other health professional, explaining why these needs can realistically only be met by St Andrew the Apostle
3. children who, on the date of admission, will have a sibling on the roll of the school. Sibling means a full, step, half, adopted or fostered brother or sister, but not cousin, who will be living permanently with them at the same address at the date of their entry to the school; the school may require proof of relationship
4. this is a designated Greek Orthodox School and if oversubscribed, up to 50% of the places available after the application of 1, 2 and 3 above, will be based on a 'faith' criterion
5. if fewer than the designated number places are taken up by those satisfying the Greek Orthodox faith criterion, remaining places will be first offered to those meeting the Wider Faith Criterion in order of distance
6. the places remaining after the 'faith' places have been allocated will be offered to any other applicants in order of distance from the school.

Faith Criterion

A supplementary information form will be completed by applicants under this criterion and will be certified by their priest confirming baptism certificate and regular attendance at a Greek Orthodox Church.

Wider Faith Criterion

The faith criterion is based on monthly Church attendance at a Church which is recognised by Churches Together in England. A supplementary information form is available for applications under this criterion

Facilities/Extra-curricular activities

We are located on the North London Business Park in a modern building which provides bright, well-equipped classrooms, specialist science laboratories and excellent IT facilities. A newly built school on the same site will be the school's permanent home. A wide range of after-school enrichment activities is provided, particularly focused on sports and music, but also including curriculum linked activities such as Art, Science, Computing, Dance and Drama. We provide the opportunity for all students to learn and practise a musical instrument. We encourage all students to view these clubs as an important part of the school day.

You and your child's progress

We support all students to achieve their potential both academically and as creative, caring and responsible future adults. Our curriculum is broad and balanced and meets the needs of the full range of our students, developing them intellectually, socially, culturally, spiritually and morally.

There is a clear focus in every subject throughout the school on setting challenging academic targets. We work in partnership with parents to support every student in making exceptional progress.

Curriculum and homework

When this school was set up last year, our expert sponsor The Russell Education Trust (RET) worked closely with the Headteacher and the Classical Education Trust to develop the school's curriculum. RET has a particular reputation for its expertise in English, maths and science.

We intend to gain a nationally recognised reputation for examination and university entrance success in Classics, Greek and Latin as well as maths, science and languages. It should be noted that Greek is not a compulsory subject.

Underpinned by our Christian values, we offer an expertly-delivered, high quality 'traditional but current' curriculum, drawing on best practice from independent and state schools nationally. This curriculum is designed to meet the needs of students of all abilities and classes are grouped according to ability in most subjects.

Homework is set in all subjects and is an integral part of our learning process.

Teaching and learning

The quality of teaching and learning is the foundation of an outstanding school. Our teachers are very well-qualified and are selected by the Headteacher and by RET's inspectors on the basis of their track record and excellence in classroom teaching. All teachers are members of their RET subject network which disseminates best practice across our five schools nationally.

We also employ specialist instructors and coaches for some sports and clubs and some language assistants.



St James' Catholic High School

Great Strand, Colindale NW9 5PE

Headteacher
Mrs Carolyn Laws

tel: 020 8358 2800
email: admin@st-james.barnet.sch.uk

DFE code 302 5407

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	240
Age range	11-18

www.st-james.barnet.sch.uk

About our school

Aims and expectations

Our Catholic faith based on Christian values is the basis of everything we do and permeates the school community and the curriculum. St James' aims to provide an education which combines academic excellence with the development of the whole person. Our aim is to develop students spiritually, academically, morally, emotionally, culturally and socially so that they are well equipped to become responsible citizens, contributing to society and the Church in 21st Century.

Transport

Buses: 204, 303, 632, 186
Nearest stations: Colindale (Northern Line)

Type of school

Catholic co-educational comprehensive

Supplementary Information Form

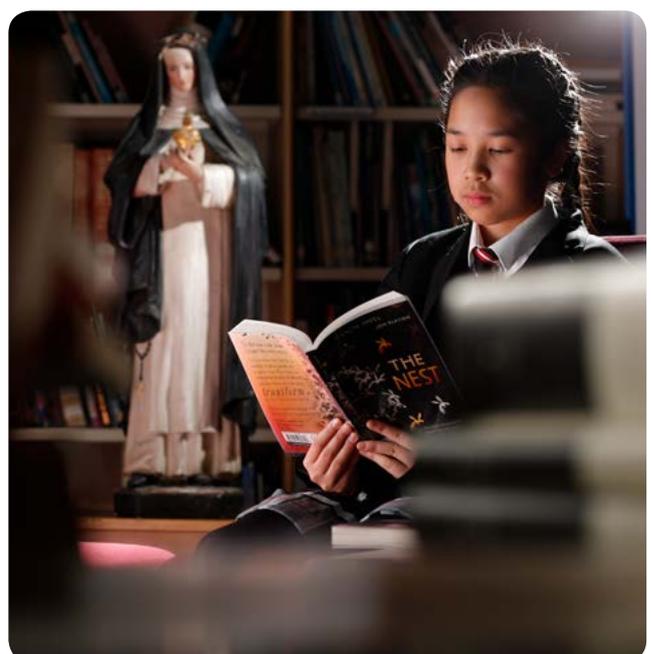
A Supplementary Information Form is required

Uniform

Students in Years 7 – 11 wear school uniform which consists of a black blazer with school badge, black trousers, grey tartan kilt (girls), white shirt, school tie, black v neck pullover (optional), black shoes (not trainers). Sixth Form students wear business dress.

Attendance, discipline and pastoral arrangements

Students' attendance is well above the national average. Our school rules and code of behaviour are based on respect and responsibility. We motivate and encourage students through our rewards system termly, achievement assemblies and annual prizegiving ceremony. A strong system of pastoral care is provided by form tutors whose work is co-ordinated by a Head of Student Learning for each year group.



Apply online at: www.eadmissions.org.uk For a quick, easy and secure application online

Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. Catholic 'looked after' students and Catholic students who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following have been 'looked after'
2. practising Catholic students with a brother or sister in the school at the time of admission
3. practising Catholic children of members of staff who are employed by the Governing Body and have been in post for at least two years, at the time of application
4. practising Catholic students living closest to the school
5. other Catholics with those living nearest the school being accorded the highest priority
6. other 'looked after' students and students who have been adopted (or made subject to child arrangements orders or special guardianship orders) immediately following having been 'looked after'
7. Eastern Orthodox students whose applications are supported with a Certificate of Baptism or Certificate of Reception, with those living nearest to the school being accorded the highest priority
8. non-Catholic children of members of staff who are employed by the Governing Body and have been in post for two years, at the time of application
9. students of other Christian denominations whose application is supported by a certificate of baptism/enrolment or a minister's reference showing membership of their church, with those living nearest the school being accorded the highest priority
10. any other applicants with those living nearest the school being accorded the highest priority.

Distance is measured in a straight line between the address point for the child's home, supplied by Ordnance Survey, to the school's main gate using the Local Authority's computerised geographical information system.

Governors will give top priority within a category to a student whose exceptional medical, social or pastoral needs justify a place at this school. Governors will require compelling written evidence from an appropriate professional e.g. doctor, priest or social worker. This evidence must be submitted by the closing date.

In the event of two or more candidates meeting the same criteria and with only one place available, a random ballot in the presence of an independent observer will be used to determine which child will be admitted under the criterion in question.

In the event of there being only one place left available for an applicant and the next candidate is part of an application concerning a multiple birth in accordance with the above criteria, then the Governors will admit all of the students concerned.

Waiting list

The school will maintain a waiting list which will remain open until

31 August 2021. Applicants will be invited to have their names placed on the waiting list in accordance with the above criteria. Late applicants will be treated in a similar way.

Facilities/Extra-curricular activities

St James' provides an environment conducive to learning, is equipped to a high standard and is well maintained. Accommodation includes a purpose built music centre, sports hall, gym, ten science laboratories and three drama studios. In addition, recent building works have provided a new Sixth Form centre, performance hall, fitness studio, dance studio and floodlit 3G pitch.

There is a wide range of activities available at lunchtime and after school which include a variety of sports, music, drama, art, homework and study clubs.

You and your child's progress

Challenging subject targets are set for all students which are closely monitored and reviewed through our monitoring programme. Parents are invited to consultation and information evenings. Parents are encouraged to work in close partnership with staff at the school to support their child in making their faith and their educational journey.

Curriculum and homework

Students follow the National Curriculum in Years 7 – 11. Homework is set in each subject according to a homework timetable and parents are asked to sign homework undertaken, so that they are actively involved.

Teaching and learning

Actively engaging students in their learning is the cornerstone of teaching at St James'. Teachers strive to inspire students and kindle in them sparks of curiosity through high quality and carefully chosen learning activities.

Lessons are designed to be exciting, relevant and provide high challenge at every level of ability. Tracking and monitoring of students is regular and thorough and appropriate support and intervention enables students to make better than expected progress.

Education after 16/ Sixth form curriculum

The overwhelming majority of our students stay at school beyond the compulsory stage. In the Sixth Form they are joined by a number of students from other schools. St James' views the Sixth Form as an important period of preparation for the next stage in students' lives.

The School takes considerable care in ensuring that students have chosen appropriate courses which suit their interests and ability. St James' caters for all students', offering a wide range of AS Level, A Level and vocational courses.



St Mary's and St John's CE

Stamford Raffles, Downage, Hendon, NW4 1AB

Principal
Mr Martin Serrão

tel: 020 8202 0026
email: office@smsj.london

DFE code 302 3521

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	3-18

www.smsj.london

About our school

Aims and expectations

At St Mary's and St John's school, a Church of England Foundation, we believe that God is the source of all wisdom. We strive to know God and the world in which we live in order to grow into people capable of serving our local and global community. Through the pursuit of wisdom and commitment to service, we have the hope of a future brimming with possibility.

SMSJ exists to enhance the future life chances and opportunities of our students, whatever their faith or starting point, by providing a centre of educational excellence at the heart of our community in which our students can fulfil their potential.

We demand and achieve high standards in all areas of school life within a disciplined, secure, caring and stimulating environment. We value and praise the successes of our students and staff. The school is held in high esteem by the local community and, as a consequence, is very popular and heavily oversubscribed. Alongside academic excellence we place a strong emphasis on impeccable manners, articulacy, and excellent behaviour, smartness of appearance, hard work and kindness.

Our core Christian values; Wisdom, Service and Hope, define us, strengthen relationships with our parents and children, and provide guiding principles that enable us live out our vision.

Transport

Buses: 113, 143, 183, 186, 326

Nearest stations: Hendon Central (Northern Line), Hendon (Overground)

Type of school

Church of England co-educational voluntary aided all-through school

Supplementary Information Form

Yes

Specialism

Performing Arts

Uniform

Details of our distinctive school uniform can be found on our website and in our prospectus information. Our pupils wear our uniform with pride both in school and on their way to and from school.

Attendance, discipline and pastoral arrangements

High standards of discipline, conduct, attendance and punctuality are essential. Our pastoral team provides support in developing character and lifelong learning behaviours. All pupils have a Pastoral and Academic Mentor (PAM), who monitors and supports their development. Our House System provides a sense of community and healthy competition all through the school. Students participate in an annual House trip which enhances relationships with peers and staff.



Oversubscription criteria

(summary) see school website for full criteria

We operate a banding process. Every applicant is required to take the banding assessment tests. Following the tests, applicants are placed in one of four ability bands. The school selects 25% of students from each of the bands. The test result does not determine who is offered or refused a place.

There are 45 places available for each band. If an applicant does not attend the banding test they will not be considered for a place until all those who did attend the banding assessment have been offered a place or until the end of the summer term 2021. Pupils in Year 6 at St Mary's and St John's school at the time of secondary applications are already on roll and so they are guaranteed a place in Year 7 should they wish to remain at the school.

In the event that there are more applicants than places available all remaining places will be determined on the basis of the following oversubscription criteria which will be applied in each band in this order:

1. pupils who are 'looked after' or previously 'looked after'
2. up to 18 Performing Arts Scholarships
3. children with a 'sibling' on roll in years Reception to year 12 at SMSJ when they apply
4. children of staff
5. 50% of the remaining places are designated as 'Open Places'
6. the other 50% of the remaining places designated as 'Foundation Places'.

Performing Arts Scholars:

Up to 18 Performing Arts Scholarships are offered each year to pupils who can demonstrate a specific aptitude for instrumental or choral music, dance or drama. Performing Arts Scholars will be expected to take a lead in whole school and year group productions and concerts. Pupils who are already on roll at St Mary's and St John's School are welcome to apply to become Performing Arts Scholars.

All applicants who wish to be considered will be invited to take an aptitude test.

Open Places:

Places in each band are allocated on the basis of the proximity of the applicant's Permanent Residence to the school's main gate at Bennett House, with priority being given to those living closest.

Foundation Places:

In allocating the Foundation places, we will give priority in each band to:

1. children who are committed members of an Anglican Church
2. children who are committed members of Churches or Chapels of other Christian denominations defined as those identified with "Churches Together in Britain and Ireland" or who are a member of the Evangelical Alliance.

Distance calculations

Distance will be used as a 'tie-breaker' if two or more applicants are equally qualified for a place within any of the above criteria. Distance is measured in a straight line between the address point for the child's home to the school's main gate at Bennett House, using Barnet Council's computerised geographical information system.

Facilities/Extra curricular activities

SMSJ Secondary Phase is currently based over two campuses, Bennett House, which is where our Years 5 to 8 are based and Stamford Raffles, where our Years 9-11 are based. Our brand new GCSE and Sixth Form centre opened in September 2017. Both campuses have extensive specialist facilities.

You and your child's progress

We view the partnership between school and parents as crucial. Our home-school agreement is the starting point and is supported by home-school liaison about progress, development, reporting, as well as parents' consultation evenings, academic review days and parent information sessions.

Curriculum and homework

Our broad and balanced curriculum facilitates depth of knowledge, understanding and the development of skills. All pupils will study English, Mathematics and Science which is complimented by Oracy, Religious Studies, Drama, Dance, Languages, Music, Art, DT, ICT, PE and Enterprise. Independent study is vital to students' progress; students record and track homework in their planners which is checked by tutors and parents weekly.

Teaching and learning

Our teachers deliver personalised, high quality lessons which will nurture talent, inspire curiosity and enable achievement and enjoyment. Learning for students with Special Educational Needs, English as an Additional Language and the More Able is supported by carefully tailored provision within and beyond the classroom.

Education after 16/ Sixth form curriculum

SMSJ's sixth form opened in September 2019 and offers A Level courses across a range of academic subjects. There will be a strong emphasis on independent study and personal development, employability skills and enrichment. Our links to Russell Group Universities will support students in transitioning to further education or work.



St Michael's Catholic Grammar School

Nether Street, North Finchley N12 7NJ

Headteacher
Mr Michael Stimpson

tel: 020 8446 2256 **fax:** 020 8343 9598
email: office@st-michaels.barnet.sch.uk

DFE code 302 5404

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7-9	128
Admission limit for Year 10-11	96
Age range	11-18

www.st-michaels.barnet.sch.uk

About our school

Aims and expectations

The prime aim of the school is the formation of responsible and committed Catholic citizens. It seeks to encourage the highest standards in academic achievement, social responsibility and personal development in a specifically Catholic environment.

Transport

Buses: 82, 125, 134, 260, 263
Nearest stations: Woodside Park (Northern Line), West Finchley (Northern Line), Finchley Central (Northern Line)

Type of school

Girls' Catholic voluntary aided grammar school

Supplementary Information Form

A Supplementary Information Form (SIF) is required

Uniform

The school has a distinctive purple uniform, which is the colour of the St Michael's flower, the Michaelmas Daisy. St Michael's has a strict uniform policy including skirts (knee-length or lower), the school black coat is to be worn on specific term times noted in the pupil diary.

Attendance, discipline and pastoral arrangements

'Outstanding care, guidance and support contribute to students' excellent personal development. Transition, both into school and higher education, is well planned and students settle quickly and confidently'. OFSTED2008



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. baptised Catholic girls:
 - from a Practising Catholic family
 - who are in possession of a Certificate of Catholic Practice from their Parish Priest and
 - who have made their First Holy Communion in the Catholic Church.

All applicants selected in accordance with this criterion 1 will be required to take written tests in Verbal and Non-Verbal Reasoning, English and Mathematics. Following the tests all applicants will be ranked in order starting with the highest score.*

In the event of over-subscription within criterion 1 the Governing Body will give priority to girls, who meet all of criterion 1, who are:

- i. baptised Catholic girls 'looked after' or previously 'looked after' and are ranked amongst the top 200 places in the entrance test
- ii. baptised Catholic girls in receipt of the Pupil Premium - and are ranked amongst the top 200 places in the entrance test. A maximum of 32 such children (25% of the total) will be admitted, these are allotted according to rank order in the test if there are more than 32
- iii. baptised Catholic girls in rank order (in the entrance test) beginning with the highest.

St. Michael's has always been oversubscribed with candidates who fulfil the three criteria above, therefore, the Governing Body will admit to the tests girls (eligible by age) who fulfil the above requirements. In the unlikely event that the number of such applicants falls below 250 in any year then the Governing Body may invite such other female applicants (eligible by age) to the tests in order to bring the total number of girls tested to 250.

* Due to the COVID-19 pandemic, test dates are subject to change, please visit our website for up-to-date information.

Should this occur, then the following oversubscription criteria will come into effect:

- a. baptised Catholic girls in rank order (in the entrance test) beginning with the highest
- b. girls of Other Christian Denominations in rank order (in the entrance test) beginning with the highest
- c. other Looked After girls not falling into a. or b. above
- d. other girls in receipt of Pupil Premium not falling into a. or b. above
- e. any other girls

In the event that two or more applicants are of equal ranking under any of the criteria, but cannot all be admitted, then the applicant's marks in the Verbal Reasoning test will take precedence over Non Verbal Reasoning which will take precedence over English which will take precedence over Maths. If there are still applicants who are equally ranked, then priority will be given to the applicant whose Home address is nearest to the School. For this purpose distance is measured in a straight line between the applicant's home address point, supplied by Ordnance Survey, to the School's main gate using Barnet Council's computerised geographical information system.

Waiting list

A Year 7 waiting list is maintained until 31 December 2021. Candidates are ranked according to score. Thereafter request must be made to move on to Continued Interest Waiting List. The school holds a waiting list for Years 8-11 of Catholic girls who fulfil Criterion 1. Entrance tests will be administered for in-year places.

Facilities/Extra-curricular activities

The school is very well equipped with an up-to-date Maths/I.C.T. suite, six science laboratories, three technology laboratories, computer suite, a language laboratory, library, music suite, Sports Hall and a large hall well equipped for Drama, Art and Craft rooms and other practical rooms.

There is a fully equipped Sixth Form Centre resourced with full Information Technology access.

Extra-curricular activities include netball, tennis, badminton, athletics, football, street dance and Outward Bound Activities. Exchange visits are also arranged.

There are choirs, orchestras and other ensembles as well as drama and other group activities. Societies of various kinds flourish each year according to the varied interests of the girls. The Duke of Edinburgh Award scheme is available.

Curriculum and homework

There is fast academic pace. Opportunities for students' spiritual moral, social and cultural development are extensive. As a Christian school, the development of spirituality is a high priority and a strength of the school. A well-organised religious education programme is very effective in helping young people to understand the role of faith in a diverse world.

As a result, students learn to work with and value others, develop tolerance and understand the needs of others. Students undertake numerous responsibilities around the school and are excellent role models for each other. Through their fundraising efforts, significant sums of money are raised for charities.

Parents are very positive about the work of the school. Many wrote about the strengths of the school summed up by one parent's comment, 'My daughter has blossomed at this school in academic ability, character and confidence.'

Education after 16/ Sixth form curriculum

The Sixth Form is both very popular and highly academic; significant numbers of students join Year 12 from other schools, including boys. Large numbers go onto Russell Group Universities, Medicine and to Oxbridge - and all are encouraged to follow their aspirations for a fulfilling future which makes society a better place.



Saracens High School

Lanacre Avenue, Colindale, NW9 5FN (until 2021)

Trinity Square, Colindale, NW9 5RB (from 2021)

Principal
Dr Matthew Stevens

tel: 020 8181 3180
email: admin@saracenshigh.org

DFE code 302 4011

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	11-18

www.saracenshigh.org

About our school

Aims and expectations

The Saracens High School is a fully inclusive, mixed 11-18 school, which welcomed its first cohort in September 2018. We will continue to expand each year, until we have 1130 pupils in 2024.

The Saracens High School will be underpinned by the following features:

- An ethos based on our values: Discipline, Hard work, Honesty, and Humility.
- Expectations for learning and behaviour are exceptionally high, resulting in pupils making outstanding academic progress
- We teach and coach our learners to make mistakes and to learning from them.

We emphasise Character Education as an important part of our curriculum, to ensure that our pupils leave with excellent academic and vocational qualifications, and are also extraordinary young men and women who are passionate about having a positive impact on their community.

Transport

Buses: 303, 204, 186

Nearest stations: Colindale Tube Station (Northern Line), Mill Hill Broadway (Thameslink)

Type of school

Mixed comprehensive academy

Supplementary Information Form

n/a

Uniform

The uniform is traditional for pupils in Years 7-11, based on the Saracens colours. Students take pride in their uniform and dress smartly for school each day.

Attendance, discipline and pastoral arrangements Our focus will be to ensure that every student maintains a high level of attendance, that is key to a successful school career. We will work with parents to ensure that their child is in school, ready to learn.

The school is a place of calm reflection and self-control that supports learning. Discipline is fair, firm and consistently enforced. We ensure that the school is a safe haven where students can build on our values based education.

Students are in Learning Groups (13 children to 1 member of staff) for their pastoral support, which reinforces the family ethos that permeates all areas of the school.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. 'looked after' children and children who were previously 'looked after' but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order
2. priority will next be given to children based on their exceptional medical or social needs. Each application must include evidence, from a medical specialist or social worker of the child's need and why they must attend this school rather than any other, based on those needs. If evidence is not submitted to the local authority with the application, a child's medical or social needs cannot be considered
3. priority will next be given to the siblings of pupils attending the school at the time the application is received [where an older sibling is in year 13, siblings will not be prioritised under this criterion]
4. priority will next be given to the children of staff who have been recruited to fill a skill-shortage area
5. other children.

Tie-break

If in categories 2-5 above a tie-break is necessary to determine which child is admitted, the child living closest to the school will be given priority for admission. Distance is measured from the child's home to the GPS point for the school (Latitude 51.600963 / Longitude -0.247048).

Random allocation undertaken by the local authority will be used as a tie-break in categories 2-5 above to decide who has the highest priority for admission if the distance between a child's home and the academy is equidistant in any two or more cases.

Random allocation will not be applied to multiple birth siblings (twins and triplets etc.) from the same family tied for the final place. We will admit them all and exceed our PAN.

Facilities

The school opened in temporary accommodation in Lanacre Avenue, NW9 in September 2018 while the brand new state of the art building that includes 8 specialist science labs and exceptional sports facilities, as well as an impressive community area for performances and exhibitions, is prepared at Trinity Square, NW9. It is anticipated that we will move into the new building in September 2021. The temporary accommodation has every facility that has allowed us to deliver the same high standard of education that will be available in the permanent site.

Extra-curricular activities

Additional learning for all pupils is key to developing potential and talent. An extensive range of activities is offered covering all areas of the curriculum and wider. Student engagement in enrichment activities is compulsory.

You and your child's progress

Pastoral care is exceptional, with each student having a Learning Coach who supports them throughout the time at school (Learning group ratios are 1:14). The Learning Coach will build relationships with the student and their family to ensure good communication, and together we support the children to achieve their full potential. You will receive progress reports three times a year, informing you how your child can be challenged and extend their attainment both academically and in general school life. Parent engagement and communication is strong, using our online parent portal, or the mobile app, which provides instant messaging, as well as live attendance and rewards information. We encourage regular email communication, with a guaranteed response from the Principal within 24 hours, and there are regular opportunities for you to meet in school at parents' evenings and events.

Curriculum and home learning

The curriculum has a traditional academic focus, with a strong practical element as well. The school's values and elements of character education permeate the curriculum to provide a holistic approach to ensure that children not only leave the school with exceptional academic attainment, but also have skills and attributes (including leadership, communication, and problem-solving skills) to successfully compete for university places and apprenticeships. Home learning is an important part of our education, developing independent learning skills and a chance to consolidate the learning completed in school.

Teaching and learning

We accommodate the needs of all students in the school, providing a personalised education for each student using proven and effective teaching methods, ensuring the everyone is stretched and challenged. Our staff are passionate experts in their fields, which is why pupils in the first two cohorts have made remarkable progress, far exceeding comparisons to national averages.

Our Grow and Thrive inclusion team support children with Special Educational Needs or Disabilities, or English as an Additional Language through our lesson based Learning Support Assistants or dedicated teachers who work with small groups.

Our values Discipline, Hard Work, Honesty, and Humility are evident in all lessons, and we have a culture where mistakes are welcomed as opportunities for learning. Our Pupil Leadership Team and our Futures Programme, which begins in Year 7 are examples of our holistic approach to education, focused on preparing children for the next phase in their lives.

Education after 16/ Sixth form curriculum

The Sixth Form will be open in 2023 when the first cohort of Year 7s have completed Key Stage 4.



The Totteridge Academy

Barnet Lane, Totteridge N20 8AZ

Principal
Christopher Fairbairn

tel: 020 8445 9205
email: office@tta.org.uk

DFE code 302 4010

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	180
Age range	11-18

www.thetotteridgeacademy.org.uk

About our school

Aims and expectations

The Totteridge Academy has gone through rapid improvement with our recent Ofsted report highlighting the “broad and rich” curriculum within our “harmonious and peaceful learning environment” (Ofsted, 2019 – see full report on our website). After a significant jump in GCSE results over the past three years, we are looking to continue this upward trend. Our students work hard, aim high, and take pride in their learning. We consistently:

- Recognise and develop the best in everyone
- Provide a high quality education with high expectations of all
- Instil a philosophy of ‘kaizen’ (continuous improvement)
- Maintain a safe, caring, and focused environment at all times
- Offer a wide range of clubs, trips, guest speakers, and extra-curricular opportunities
- Equip students with the knowledge and skills necessary for their futures
- Collaborate with other United Learning schools to develop expertise and opportunities
- Celebrate our differences whilst standing together as a community
- Allow students to gain a deep knowledge and understanding of the world around them

Transport

Buses: 251, 606

Nearest stations: Totteridge and Whetstone (Northern Line) High Barnet (Northern Line)

Type of school

Co-educational comprehensive academy

Supplementary Information Form

A Supplementary Information Form (SIF) is not required

Uniform

All students are expected to wear full school uniform. This consists of a purple blazer, school tie, white shirt, black trousers/skirt and sensible black shoes. Details of how to purchase this are available via the school website.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. children who are looked after or have been looked after by a local authority, adopted, or subject to child arrangements orders or special guardianship orders. These are in accordance with Section 8, 14A, and 22 of the Children Act 1989, section 46 of the Adoption and Children Act 2002.
2. children who, at the time of admission, have a sibling living at the same address who is a pupil in years 7 – 11 of the school. Siblings would include half, step, adoptive and foster siblings provided they also live at the same address as the applicant.
3. children of staff of the school 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 will be in employment at the school when the child starts school
4. children who live closest to the school when measuring distance in a straight line between the address point for the child's home to the school's main gate. The measurements used are by the Council's computerised geographical information system.

Attendance, behaviour, and pastoral arrangements

We have high expectations of behaviour and attendance. We celebrate and are proud of the achievements of all of our students, valuing individuality and nurturing happy, confident, and hard-working young people.

All students have a Tutor and a Director of Learning, both of whom support students with their pastoral and academic needs. As far as possible, Tutors and Directors of Learning move up through the school with their tutor/year group.

Our behaviour system is designed to develop students' internal motivation to succeed. The wellbeing of our students is our priority so that they can successfully achieve high academic standards within the classroom and beyond.

Facilities/Extra-curricular activities

We are developing our site using student feedback and we have a number of specialist teaching areas, including five technology workshops, seven I.T. rooms, eight science laboratories, three specialist art rooms, a learning resources centre, drama studio, library, sports hall, gym, dance studio, and weight training room.

As part of our commitment to delivering an Education with Character for all of our students, we offer a wide range of extra-curricular activities. The timetable for this is sent out at the beginning of the year and includes opportunities such as: Chess Club, Let's Get Cooking, Sports Teams, Drama Club, Green Team (Environmental Club), School Band and Choir, 1:1 Music Lessons, Duke of Edinburgh Scheme, World Challenge, daily Homework Club, Breakfast Club, and Film Club.

We run several trips throughout the year across all year groups, such as the Mersea Residential, Accenture Business Trip, Skiing Trip as well as a range of external visits linking to specific curriculum subjects.

We also have a Farm on site in order to offer outdoor learning and an education programme which links to the curriculum and develops young people's understanding of the environment, animal welfare, food, and nutrition.

You and your child's progress

Your child will be assessed regularly in lessons to see how they are progressing and to ensure that they get the right support and challenge to succeed in their learning.

Teachers will discuss this with you at Parents' Evenings and contact home if there are ever any particularly impressive achievements or potential areas of weakness.

We run formal exam-style assessments twice a year and send a report home so that you and your child can track their progress in all subjects. Our students take an active role in establishing what will make them more effective learners.

Curriculum and homework

We provide a broad education, which enables young people to learn a wide range of topics and skills, preparing them for the future.

We focus sharply on current research and evidence of what makes it more likely that young people will progress, apply that to our practice, and continue to learn and develop our school. Homework is set weekly and shared with students and parents via ShowMyHomework.

Teaching and learning

Our teachers are experts in their fields and each department devises a bespoke approach to the teaching of their subject. We have high expectations and reject the view that success in life is pre-determined or that students' talents are fixed.

We improve through practice; calm, focused classrooms led by knowledgeable, passionate teachers provide our students with the ideal environment for this practice to take place.

Our Key Stage 3 and 4 Curriculums for each subject can be found on our website.

Education after 6th Form

We ensure every student has the knowledge, experience and support to pursue their ambitions. We have a specialist careers advisor on site and offer regular opportunities to learn about different career paths, visit universities, and find out about future opportunities. This includes our dedicated Futures Week programme in Year 10.

We are opening our 6th form in September 2020, offering a range of A-Level courses. We are also proud to be a partner school of Woodhouse College, the highest achieving Sixth Form College in London and one of the top three nationally. As a partner school, TTA students have priority for their highly sought-after places.



Whitefield School

Claremont Road, Cricklewood NW2 1TR

Headteacher
Elizabeth Rymer

tel: 020 8455 4114 **fax:** 020 8455 4382
email: schooladmin@whitefield.barnet.sch.uk

DFE code 302 4012

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	150
Age range	11-18

www.whitefield.barnet.sch.uk

About our school

Aims and expectations

Whitefield School is a vibrant, inclusive comprehensive school serving the local community of North West London. We have high expectations for every student and we are immensely proud of all that they achieve academically, in the Arts and creatives, in sports and in becoming good citizens. Ofsted recently graded us 'outstanding' for personal development, behaviour and welfare. Whitefield's ethos of 'Live, Learn, Aspire and Achieve' permeates the work of the school. Students, irrespective of background, are welcomed warmly and supported to make good progress from their diverse starting points.

Our aim is for students to:

- live a happy, productive and successful life during their time with us
- learn through the provision of the best possible teaching, support and learning resources
- aspire to fulfil their potential and to realise their goals
- achieve to the very best of their ability throughout their time at the school.

All this in a safe and supportive environment where the development of positive relationships is key.

Transport

Buses: 102, 180, C11 and walking distance to Brent Cross Bus Station
Nearest stations: Brent Cross (Northern Line)

Type of school

Co-educational comprehensive converter academy

Supplementary Information Form

A Supplementary Information Form (SIF) is not required

Uniform

We have a smart and strict uniform policy which we expect our students to adhere to at all times. Our Sixth Formers are also expected to follow a smart dress code, setting a positive example to their younger peers.

Attendance, discipline and pastoral arrangements

We maintain high standards of discipline and attendance, developing a strong work ethic and a culture of mutual respect within our community. Our students get on exceptionally well. The importance of consistently high attendance and excellent behaviour are communicated to students from the moment they begin in Year 7. Our excellent pastoral system has a clear focus on building resilience and promoting wellbeing. We have a dedicated Student Services team which provides support for students at every stage of their education.

Each student has a form tutor, a co-tutor, a dedicated Year Team Leader and access to counselling and other specialist services. Behaviour and our student's attitude to learning is 'outstanding' (Ofsted 2017). Our students offer warmth, guidance and care to all new arrivals. We run an excellent transition programme in close collaboration with our partner primary schools, ensuring students have many opportunities to get to know us before their first day. This transition process continues throughout Year 7.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. 'looked after' children and 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 immediately following having been 'looked after'
2. children who have an Autistic Spectrum Condition (ASC) for whom placement at Whitefield School is deemed by the London Borough of Barnet and the school to be appropriate. Whitefield ASC provision offers a maximum of 28 students, 4 per year group.
3. children who, at the time of admission, have a sibling living permanently at the same address in Years 7-13 of the school, or who have left the school at the end of Year 11 immediately prior to the time of admission
4. children of members of staff (teaching and non-teaching) who have been employed for two years or more at the time when the application for admission to the school is made
5. remaining places are offered on a geographical basis as measured by the London Borough of Barnet.

Further details on admissions can be found on our website.

Curriculum and homework

Our curriculum offers a wide range of stimulating learning opportunities; ensuring students of all abilities are stretched and challenged. We regularly review the curriculum, embracing innovation and new approaches to provide a broad and balanced experience for every child. Students in Key Stage 4 have the opportunity to complete GCSEs and vocational subjects. The possibility of early entry increases the curriculum offer and allows students to pursue a range of subject areas including the Creatives and the Arts.

We take pride in our "outstanding teaching of spiritual, moral, social and cultural values" and our comprehensive careers and employability programmes. We consider home learning to be hugely important in developing independent learning habits, with regular tasks set across all subjects. Free peripatetic music lessons, a free instrument and a host of classical music opportunities are offered to every student as part of the KS3 curriculum offer. Whitefield is proud to be one of only 15 schools in the UK to be part of MISST (Music in Secondary Schools Trust). More details of this amazing scheme can be found at <http://www.misst.org.uk>

Facilities/Extra curricular activities

We have invested extensively in the school's facilities. Whitefield's 2017 Ofsted report stated: "Excellent school facilities encourage pupils' participation in sports, dance and drama. Regular cultural visits and trips ensure that no pupil is prevented from experiencing the wealth of opportunities available in the capital city." A new Autism Provision and nursery are both available onsite.

We take great pride in the extracurricular opportunities we offer, and enrichment activities are a strength of the school. We run over 100 field and residential trips across each academic year, and a school ski trip. As well as the normal academic, Sports and Arts clubs, we offer some unusual clubs such as Digital Leaders. We offer cycling lessons to every Year 7 student and many of our students benefit from regular Equine Therapy.

There are unique opportunities for students to work alongside our very own resident artist and poet. We have our own orchestra that includes both a wind and string section. Within STEM, we celebrate British Science week with a range of engaging activities and learning opportunities and have STEM ambassadors who enjoy exciting enrichment through University visits and work experience within industry settings.

Teaching and learning

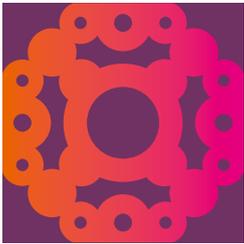
We offer small class sizes, and lessons are delivered by a passionate, talented and innovative team of teachers. All our staff are specialist and qualified. Students receive a personalised, tailored experience across each Key Stage. There are wide-ranging opportunities for more able students to stretch themselves to the maximum, and those with special educational needs or with additional language needs can receive extensive support at every stage of their learning. All students have the chance to have their achievements recognised at End-of-Term Rewards Assembly and End-of-Year Celebration of Achievement Evening.

You and your child's progress

We strive to personalise our curriculum, our pastoral offer and our support packages to meet the individual needs of every student and enable them to thrive. We set challenging targets for all of our students and work hard to ensure these are met or exceeded. Our recent excellent results, particularly in English and Maths, are testament to the success of our approaches. The attainment of students is tracked throughout the year and reports are sent home regularly. We encourage parent involvement at every stage of their child's learning with our online reporting system, allowing parents to get real-time details on their child's progress and attendance. An annual Student Progress Evening for each year group also allows parents to meet with their child's subject teachers.

Education after 16/ Sixth form curriculum

Our Sixth Form offers a wide range of A Level subjects, along with a number of vocational courses. We have established strong links with many prestigious Universities. Sixth Form students have numerous opportunities to participate in additional enrichment programmes such as leadership awards, volunteering schemes, mentoring younger students, and high calibre work experience through our links with the prestigious 'Access Aspirations' organisation.



Wren Academy Finchley

Hilton Avenue, North Finchley N12 9HB

Executive Principal
Gavin Smith

tel: 020 8492 6000

email: firstcontact@wrenacademy.org

DFE code 302 6906

PLEASE CHECK IN ADVANCE ON THE SCHOOL WEBSITE BEFORE ATTENDING ANY OPEN EVENT

Admission limit for Year 7	184
Age range	11-18

www.wrenacademyfinchley.org

About our school

Wren Academy Finchley is an All Through school which achieves excellent examination results and since opening in 2008 has been rated 'Outstanding' by Ofsted three times. Progress results place the Academy in the top 2% of all secondary schools in the country.

Aims and expectations

Our aims are to:

- be an active, celebratory and successful Christian community serving our local area and beyond
- be an outstanding school, maximising the academic achievement of all the young people who attend
- be an educational community where everything we do is of the highest standard we can achieve
- enable young people to succeed in whatever forms of activity they possess talent or interest, be these academic, musical, sporting or artistic.

These aims are achieved through an innovative approach to curriculum planning which includes single sex teaching in English, Mathematics and Science. There is an extensive enrichment programme with every student taking part in two hours of enrichment activities each week.

Transport

Buses: 134, 221

Nearest Stations: Woodside Park (Northern Line), West Finchley (Northern Line), New Southgate (Overground).

Type of school

Co-educational comprehensive sponsor academy.

Supplementary Information Form

A Supplementary Information Form (SIF) is required if applying for a Faith place.

Specialism

Design and the Built Environment.

Uniform

Details of the Academy uniform can be found in the prospectus and on our website. The uniform is popular and all students wear it with pride both in school and on their way to and from the Academy.

Attendance, discipline and pastoral arrangements

The Academy has a house system and vertical tutor groups of no more than 24 students. High standards of discipline and attendance are core elements of the Academy's ethos.

The vertical tutoring system promotes a family environment and is responsible for the strong sense of community throughout the school and between year groups.



Oversubscription criteria

(summary) see school website for full criteria

If there are more applications than the number of places available, places will be offered according to the following order of priority:

1. 'looked after' children and children who were previously 'looked after' but immediately after being 'looked after' became subject to adoption, a child arrangements order, or special guardianship order
2. priority will next be given to children based on their exceptional medical need or those of their parents/carers. Each application must include: recent written evidence from a medical consultant responsible for the treatment of the child's or their parent's/carer's need which evidences and fully explains the medical need in question; why they must attend this school rather than any other as a result of the medical need in question which could not potentially be met by one or more other schools in the borough if the child were to attend another such school; and the application is supported by a written explanation of the difficulties that the child would suffer if he or she did not attend the Wren Academy Finchley in particular. If evidence is not submitted to the LA with the application, a child's or their parent's/carer's medical or social needs cannot be considered. The Governors will retain an absolute discretion whether to allow any particular application under this criteria and will be entitled to take any factors which they consider appropriate into consideration including whether the school has the facilities and resources at the relevant time to accept the child and the impact of the admission on other students
3. priority will next be given to the siblings of pupils attending the school at the time the application is received. Where an older sibling is in Year 13, siblings will not be prioritised under this criterion

4. priority will next be given to the children of staff members who have been employed on a permanent contract for a period of two years or more at the time at which the application is made

The remaining places will be allocated equally between Foundation and Community applicants as follows:

- 5a. Foundation places (up to a maximum of 92) allocated in the following order:
 - i. 60% for applicants attending Church of England churches (up to 55 places)
 - ii. 40% for applicants attending a church of another Christian denomination in fellowship with the Church of England (up to 37 places)
- 5b. Community Places (up to a maximum of 92) for all other children

Where there are places available in the categories above, these will be filled from the other category.

If in categories 5a and 5b above a tie-break is necessary to determine which child is admitted, the child living closest to the school will be given priority for admission. In the event of equal distance, random allocation will be applied. Distance is measured from the child's home address to the front gates of the school in a straight line.

Waiting list

In addition to their right of appeal, unsuccessful applicants will be placed on the waiting list which will operate until the end of the academic year and maintained by the Academy Trust. Any places that become available will be offered to those on the waiting list in line with the oversubscription criteria set out above.

Facilities/Extra-curricular activities

Located in brand new buildings completed in 2012, Wren Academy benefits from an outstanding range of learning facilities. All students have two hours of enrichment activity timetabled every week from a wide and exciting menu.

There are also a wide range of trips both in this country and abroad including Duke of Edinburgh (Bronze, Silver and Gold), visits to the theatre and music venues, and regular ski trips.

You and your child's progress

Parents and Carers are essential in helping their child to succeed. This process begins with our Home-Academy Agreement and is supplemented by termly reporting, consultation meetings for parents and carers and additional information evenings.

Teaching and learning

The Academy was last judged to be 'outstanding' by Ofsted in September 2018. Approaches to teaching and learning are both innovative and traditional with a high emphasis on students developing the skills to learn independently. Ofsted have described teaching and learning as 'stunning'. This is a key reason that students make exceptional academic progress.

Curriculum and homework

The Academy has a broad and balanced subject offer based on the National Curriculum. Our curriculum is challenging with plenty of opportunities provided for students to develop their knowledge and understanding beyond what is taught in the classroom. Home learning is set every week in all subjects.

Education after 16/ Sixth form curriculum

The Academy has a successful Sixth Form. The curriculum is based around A Level courses. A structured programme enables students gain entry to the full range of prestigious universities both in this country and abroad.



Additional information

In-Year admissions

If you wish to apply for a place at a Barnet secondary school during the school year because you have just moved into the area, or your child wishes to transfer from one secondary school to another, please visit our website for further information and the link to the In-Year admission application form: www.barnet.gov.uk/schooladmissions

If you are applying for a school outside Barnet, please contact the local authority where the school is situated for information about their application procedure.

Waiting Lists

Waiting lists for Barnet secondary schools are closed at the end of each academic year. If you want your child to remain on waiting lists for the 2021/22 academic year you will need to submit a new In-Year application in July 2021.

Fair access protocol

Barnet Council has an In-Year Fair Access Protocol to ensure that children without a school place, especially the most vulnerable, are offered a place at a suitable school as quickly as possible.

This includes children with challenging behaviour who are refused a place by a school which has places available. Schools are allocated on a 'fair share' basis so that no particular school takes a disproportionate number of children under the protocol. Children may be placed in a school that is already full and ahead of other children on the waiting lists.

Admission outside the normal age group

The Council believes that children should be educated within their correct chronological year group, with the curriculum differentiated as necessary to meet the needs of individual children, and that they should only be placed outside their normal age group in very limited circumstances.

There are a number of potential risks a child could face if placed outside the correct year, which include having to request admission out of the normal age group again when they transfer to a secondary school. A child may also exercise their right to leave school before they have the opportunity to take public examinations.

The decision whether to place a child out of their normal age group will be made by the admission authority for the school and will be based on the circumstances of the individual case and the best interests of the child.

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.

To apply for an out-of-year place, you should complete an application for the correct year group in the normal way and then submit a request for out-of-year group admission. You will need to give the reasons for your request and provide supporting evidence that demonstrates why it would be in the child's best interests to be educated out-of-year.

Sixth form admissions

Most secondary schools in Barnet have a sixth form (the exceptions are Ark Pioneer Academy, Friern Barnet School and Saracens High School).

Admission to the sixth form is not automatic and students will need to have attained the academic requirements for the proposed course of study. Further information about sixth form admission arrangements is available directly from the schools.

Raising the Participation Age

All young people in England are now expected to continue learning until the end of the academic year in which they turn 18, or earlier if they achieve a level 3 qualification beforehand. This means that parents will need to plan for their child's education and/or training up to the age of 18. Upon leaving year 11 there will be a lot of choice about next steps, including choosing full time or part-time education/training up to age 18.

Current options include:

- an apprenticeship or traineeship
- full-time education or training in a school sixth form, a college or a training provider
- full or part-time employment/ self-employment with training
- re-engagement provision for those who have been absent from learning before they were 16 or who leave school without a place in education, employment or training
- volunteering (including caring) or an internship.

Further information and guidance can be obtained from your child's current school.

14-19 Admissions - University Technical Colleges (UTCs) or Studio Schools

Most children aged 14 years will continue with their education at the secondary school they are already attending. Although this will be the best option for the vast majority of children this age, there are other options available.

Schools which admit pupils at the beginning of Year 10 are called University Technology Colleges (UTCs) or Studio Schools. These schools offer a range of educational programmes which can lead to useful qualifications and progression to further learning, apprenticeship or employment.

There are currently no UTCs or Studio Schools in Barnet, so parents who choose to apply for a place at these schools will need to consider the travelling distance and journey involved.

University Technology Colleges (UTCs)

UTCs are set up by universities and business and specialise in one or two technical subjects. In years 10 and 11 they offer a similar GCSE curriculum to a typical secondary school, including English and Maths, as well as their specialist subject. You can find out more at www.utcolleges.org

Studio schools

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. You can find out more at www.studioschoolstrust.org

A list of all UTCs and Studio Schools in the London and surrounding areas which admit pupils into Year 10 can be found below. The application process is set out on the website for each school.



University Technical Colleges and Studio Schools in London

(schools for 14–19 year olds) September 2021

Name and address	Date of Opening	Specialism	Contact Details	Local Authority Area (LA web address)	How to apply
Elutec (East London University Technical College) Address: Yew Tree Avenue, Rainham Road South, Dagenham East RM10 7FN	September 2014	Product design Engineering	Website: www.elutec.co.uk/ Email: interest@elutec.co.uk Telephone: 020 3773 4670	Barking & Dagenham Borough Council www.lbdd.gov.uk/admissions	Direct to the school
Global Academy UTC Address: The Old Vinyl Factory, Blyth Road, Hayes, Middlesex UB3 1DH	September 2016	Creative, technical and broadcast and digital media	Website: www.globalacademy.com/ Email: question@globalacademy.com Telephone: 020 3019 9000	Hillingdon Borough Council www.hillingdon.gov.uk/schooladmissions	Direct to the school
UTC Heathrow Address: Potter Street, Northwood, Middlesex HA6 1QG	September 2014	Aviation engineering Engineering	Website: www.heathrow-utc.org/ Email: info@heathrow-utc.org Telephone: 019 2360 2130	Hillingdon Borough Council www.hillingdon.gov.uk/schooladmissions	Direct to the school
London Design and Engineering UTC (LDEUTC) Address: Docklands Campus, University Way, London E16 2RD	September 2016	Design Engineering	Website: www.ldeutc.co.uk/ Email: admin@ldeutc.co.uk Telephone: 07714 255 193	Newham Borough Council www.newham.gov.uk/Pages/Category/Schools-and-colleges.aspx?l1=100005	Direct to the school
Mulberry UTC Address: 64 Parnell Road London E3 2RU	September 2017	Digital technology Healthcare and medical services	Website: www.mulberryutc.co.uk/ Email: info@mulberryutc.co.uk Telephone: 0207 790 6327	Tower Hamlets Borough Council www.towerhamlets.gov.uk/schooladmissions	Direct to the school
Sir Simon Milton Westminster UTC Address 1 Sutherland Street, Ebury Bridge London SW1V 4LD	September 2017	Transport engineering Construction	Website: www.westminsterutc.co.uk/ Email: enquiries@westminsterutc.ac.uk Telephone: 020 3301 7660	Westminster City Council www.westminster.gov.uk/school-admissions	Direct to the school

Name and address	Date of Opening	Specialism	Contact Details	Local Authority Area (LA web address)	How to apply
South Bank Engineering UTC Address: 56 Brixton Hill, Brixton, London SW2 1QS	September 2016	Engineering for building and health sectors	Website: www.southbank-utc.co.uk/ Email: info@southbank-utc.co.uk Telephone: 020 7738 6115	Lambeth Borough Council www.lambeth.gov.uk/eadmissions	Direct to the UTC
The Norwood School Address: Crown Dale London, SE19 3NY	September 2021	Visual and performing arts	Website: www.thenorwoodschool.org Email: post@thenorwoodschool.org Telephone: 020 8670 9382	Lambeth Borough Council www.lambeth.gov.uk/eadmissions	Via your home Local Authority
Leigh UTC Address: Brunel Way, The Bridge Development, Dartford, Kent DA1 5TF	September 2014	Computer science Engineering	Website: www.theleighutc.org.uk Email: info@theleighutc.org.uk Telephone: 01322 626 600	Kent County Council www.kent.gov.uk/education-and-children/schools	Via your home Local Authority
Elstree UTC Address: Studio Way, Borehamwood, Hertfordshire WD6 5NN	September 2013	Multimedia Production Arts Digital technology & communication for entertainment industries	Website: www.elstreeutc.co.uk Email: admin@elstreestudios.academy Telephone: 020 8386 6220	Hertfordshire County Council www.hertfordshire.gov.uk/admissions	Direct to the school
Watford UTC Address: Colonial Way, Watford, Hertfordshire WD24 4PT	September 2014	Computer science Travel & tourism Hospitality Event management	Website: www.watfordutc.org Email: admin@watfordutc.org Telephone: 01923 905 240	Hertfordshire County Council www.hertfordshire.gov.uk/admissions	Direct to the school
BMAT STEM Academy Address: Velizy Avenue, Harlow, Essex, CM20 3EZ	September 2014	Computing, Science, Engineering	Website: www.btmatstem.org.uk Email: info@bmatstem.org.uk Telephone: 01279 307254	Essex County Council www.essex.gov.uk/Education-Schools/Schools/Admissions	Direct to the school
De Salis Studio College Address: Hewens Road, Hayes, Middlesex, UB4 8JP	September 2014	Business and Commerce	Website: www.desalisstudiocollege.co.uk Email: desalisstudiocollege@trhat.org Telephone: 020 3819 3421	Hillingdon www.hillingdon.gov.uk/schooladmissions	Via your home Local Authority
Fulham Enterprise Studio Address: Kingwood Road, Fulham, London, SW6 6SN	December 2012	Construction and performing arts	Website: www.fulhamenterprisestudio.squarespace.com Email: fes@fulhamcollege.net Telephone: 0207 381 3606	Hammersmith & Fulham www.lbhf.gov.uk/schooladmissions	Direct to the school

Name and address	Date of Opening	Specialism	Contact Details	Local Authority Area (LA web address)	How to apply
Logic Studio School Address: Browells Lane, Feltham, TW13 7EF	September 2016	Computing Technologies and International Logistics.	Website: www.logicstudioschool.org/ Email: info@logicstudioschool.org Telephone: 0208 831 3001	Hounslow www.hounslow.gov.uk/admissions	Direct to the school
Parkside Studio College Address: Wood End Green Road, Hayes, Middlesex, UB3 2SE	September 2012	Applied Learning Specialism in: Creative Media Construction Hairdressing and Beauty Therapy Health and Social Care Hospitality and Catering Sport	Website: www.parksidestudiocollege.co.uk Email: parksidestudiocollege@trhat.org Telephone: 020 8573 2097	Hillingdon www.hillingdon.gov.uk/schooladmissions	Via your home Local Authority
Space Studio West London Address: Letchworth Avenue, Feltham, Middlesex, TW14 9RY	September 2015	Space Aerospace Science Maths	Website: www.spacestudiowestlondon.org Email: info@spacestudiowestlondon.org Telephone: 020 3696 8140	Hounslow www.hounslow.gov.uk/admissions	Direct to the school

Students aged 16 and over in school Years 12 – 13 or colleges

Students over 16 years and whose families are on low incomes, may be entitled to a bursary from the 16 – 19 Bursary Fund to help them continue in full time education. Further information about the 16 – 19 Bursary Fund may be obtained from your child's school or college.

School meals

- meals are available at midday in every school
- most secondary schools operate a cafeteria service
- set price, two course meals are available as well as a variety of individual items
- a number of schools now operate a cashless smartcard payment system
- pupils can bring their own food if they prefer.

Free school meals

All children in Reception, Year 1 and Year 2 automatically get free school meals.

From Year 3 onwards, your child will be eligible for free school meals if you are receiving any of the following:

- Income Support
- Income-Based Job Seekers Allowance (IBJSA)
- an income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided you are not also entitled to Working Tax Credit), and have an annual gross income of no more than £16,190
- Working Tax Credit run-on, paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (your household income must be less than £7,400 a year, after tax and not including any benefits you get).

Please note: any family that receives Working Tax Credit is not entitled to free school meals for their children whatever the level of their income.

School journeys

Families entitled to free school meals may get financial help from the pupil's own school for school journeys that involve an overnight stay away from home.

School uniform

School uniform plays a valuable role in contributing to the ethos of a school. While schools are encouraged to consider the introduction of uniforms they are also expected to help limit their expense. Parents on low incomes should not feel that the cost of a uniform means that they cannot apply for their school of preference.

Families having difficulty providing regulation school uniform should discuss this with their child's school. There is no grant for school uniform available from the local authority.

The Mayor's Benevolent Fund may provide help to parents in receipt of Income Support or Child Tax Credit who have a child transferring to a secondary school. Further information is available online at www.barnet.gov.uk

Contributions to school funds and to participate in school trips

There is no charge or cost related to the admission of a child to a school. While parents from low-income families feel concerned about the level of voluntary contributions that schools request this should not deter them from expressing a preference for a school. Parents are assured that if they choose not to make voluntary contributions their child will not be disadvantaged.

Special Educational Needs

Provision is made in a number of different ways for children who have been identified as having Special Educational Needs. Support for most pupils is provided in their local mainstream school. A minority of pupils require a higher level of support in specialist provision attached to a mainstream school or in a special school.

For more information about the types of support available in Barnet for pupils with Special Educational Needs, please visit <https://www.barnetlocaloffer.org.uk>

School attendance

By law, all children of statutory school age, 5 – 16 must receive full-time education. Parents are responsible for ensuring that this happens either by registering their child at a school or by making other arrangements which provide suitable education.

Support is available to pupils, parents and schools in order to improve attendance and outcomes for individual young people.

If your child has problems with attending school, you should talk to school staff in the first instance. If the problem persists, the school will seek action from the Local Authority which would lead to you being contacted by an Education Welfare Officer or Targeted Youth Worker depending on the level of service provided to the school.

Parents seeking advice on school attendance should contact the Local Authority, stating where their child attends school. Some schools also have in-house School Attendance officers who contact parents about absences.

Home schooling

If decide you want to educate your child at home instead of sending them to school you will need to register with the Council. You can find out more about home schooling at www.barnet.gov.uk or by contacting the Education Welfare Team on **020 8359 7739**

How to contact the Admissions Team

Enquiries should be addressed to:

Barnet School Admissions Team
2 Bristol Avenue
Colindale
NW9 2EW

(please note that there is no public access to the above address)

tel: **020 8359 7651**

email: school.admissions@barnet.gov.uk
www.barnet.gov.uk/schooladmissions

The information contained in this booklet was correct at 31 July 2020 but it should not be assumed that there will be no changes before the start of, or during the school year 2021/22, or in subsequent school years.

Keywords

This section explains some of the terms used in this booklet. These definitions apply except where individual schools define the terms in their admission arrangements.

Admission limit is the number of school places that is available in each year group.

Admissions criteria are the rules set by either the council or the governing bodies and are used to decide whether or not a place can be offered to a child.

‘Looked after’ children are those being cared for by a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. This Act only applies to England and Wales, which means that a child has to be looked after by an English or Welsh local authority in order to be given priority for admission.

Previously ‘looked after’ children are those who were adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been ‘looked after’.

An adopted child is defined by section 12 of The Adoption Act 1976 and section 46 of the Adoption and Children Act 2002 and does not include children adopted from outside England.

A child arrangements order is defined by section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. A special guardianship order is defined by section 14A of the Children Act 1989

Parent is the term used to refer to anyone who has parental responsibility for and care of a child in accordance with the Children Act 1989.

Sibling refers to a brother or sister, half brother or sister, step brother or sister, adopted brother or sister and foster brother or sister living in the same family unit at the same address.

Education, Health and Care Plan (EHC) is the document setting out the educational provision that will be made for a child with special educational needs, as well their health and social care needs.

The EHC replaces the Statement of Special Educational Needs under The Children and Families Act 2014. Parents are given a copy of the EHC and will be involved in the review process.

Supplementary Information Form (SIF) is the name of the form you may have to complete to be considered for faith schools or selective schools. The school pages of this booklet tell you if a SIF is required. The form can be obtained from the relevant school and should be returned to that school.

Applying for schools in other boroughs

You can apply for other schools by naming them on your Barnet application form.

Please find contact details below for neighbouring boroughs, where you can get advice on school open days, admission arrangements and other information.

Brent

School Admissions Service

tel: 020 8937 3110

email: school.admissions@brent.gov.uk

www.brent.gov.uk/admissions

Haringey

Admissions Service

tel: 020 8489 1000

email: schooladmissions@haringey.gov.uk

www.haringey.gov.uk/schooladmissions

Camden

School Admissions Team

tel: 020 7974 1625

email: admissions@camden.gov.uk

www.camden.gov.uk/admissions

Harrow

School Admissions Service

tel: 020 8901 2620

email: schooladmissions@harrow.gov.uk

www.harrow.gov.uk/schooladmissions

Enfield

Enfield Schools Admission Service

tel: 020 8379 5501

email: ESAS@enfield.gov.uk

www.enfield.gov.uk/admissions

Hertfordshire

Admissions and Transport Team

tel: 0300 123 4043

email: hertsdirect@hertfordshire.gov.uk

www.hertsdirect.org/admissions



Other useful contact details

This section contains details and contact numbers for organisations who may be able to offer you assistance with your application.

ACE Education Advice

ACE Advice and Information Service provides independent advice and information for parents and carers on the admissions & appeals process and a wide range of school-based issues, including bullying, exclusion, SEN and attendance issues.

For advice, call the confidential telephone advice line on **0300 0115 142**. Normal opening hours are Monday to Wednesday from 10am to 1pm. Term time only. Visit **www.ace-ed.org.uk** for further information

Boarding schools

If you want further information about boarding schools, contact SBF (State Boarding Forum) through their website: **<http://stateboarding.org.uk/>**

Families and young people's information service (FIS)

FIS provides advice and guidance for families who have children or young people up to the age of 20. For further information visit **<https://www.barnet.gov.uk/children-and-families/support-parents-and-carers/family-information-service>**

Department for Education (DFE)

For general enquiries contact **0370 000 2288**. If you would like to obtain information on school performance tables visit **<https://www.gov.uk/school-performance-tables>**

Independent schools

Information on independent schools is available from ISC (The Independent Schools Council) at **www.isc.co.uk**

National Curriculum

Details can be found at: **<https://www.gov.uk/national-curriculum/overview>**

Ofsted reports

Ofsted reports on schools can be found on the internet at **www.ofsted.gov.uk** and at **Hendon Reference Library**.

School prospectuses

Secondary schools produce a prospectus each year that tells you more about the school. Contact individual schools to obtain a copy or download a copy from their websites. You can access all our schools' websites from our schools directory

Travelling to school

When choosing a new school it is good to also consider how your child will travel to school.

Each school has a School Travel Plan (STP) which explains what the school is doing to encourage pupils and their families to travel more sustainably, such as walking, cycling or using public transport.

You can ask to see a copy of the school's travel plan or you may find it on the school's website.

To find out more, email: schooltravelplans@barnet.gov.uk or tel: **020 8359 7603**

Walking

It is recommended that young people take 15,000 steps a day, so walking to school can contribute to this, as well as giving opportunities to develop road safety skills and a chance to talk and socialise with families and friends. For directions and a map showing how to walk to any location go to:

<http://www.walkit.com/>

Public transport

11-15 year olds can travel free on buses at all times but need an 11-15 Oyster photo-card called Zip. In year 6 they receive a Zip card holder with an informative map of Barnet from Transport for London. Further details can be found on the Transport for London website www.tfl.gov.uk. The website also has a travel planner that can help you to plan your route to school.

Sustainable travel transition materials

Year 6 pupils will receive a Barnet 'Stepping Up!' booklet with advice and information about safer and active travel to their secondary school. Road safety advice includes not listening to music or using a mobile phone when attempting to cross the road. For a copy of 'Stepping Up!' email road.safety@barnet.gov.uk or call **020 8359 7105**.

Cycling and scootering

Contact the school to find out if they encourage cycling/scootering and whether there is cycle and scooter storage available. The school may have a cycling/scootering policy explaining rules for pupils who wish to cycle or scooter.

You could also ask the school if they will be organising any cycle training for pupils and/or their families. If they are not, email cycling@barnet.gov.uk or call **020 8359 4972** for advice on receiving cycle training as well as information about local led rides and other cycling activities. To be able to cycle on local residential single lane roads with simple junctions with no traffic lights, students should have completed a Level 2 Bikeability course. To tackle busier or faster single and multi-lane roads and complex junctions including those with traffic lights, students should have completed a Level 3 Bikeability course.

To find out more about cycling training and Dr Bike sessions (where bike mechanics check the road worthiness of your bike and fix minor faults and you can get your bike security marked) look at the Council website: www.barnet.gov.uk/cycling London cycle maps can be seen online or ordered from the TfL website www.tfl.gov.uk

If you have to drive your child to school you could car share, park and stride or park and ride.

Car sharing

Some schools co-ordinate car sharing lists so you could enquire if the school can help you to find another family to car share with.

Park and stride

Many schools have identified possible park and stride locations where parents/carers can park their cars and children walk the final part.



Park and ride

Alternatively you could drive your child part of the way before they catch a bus the remaining way.

Sustainable Modes of Travel Strategy (for children and young people)

The Council has a legal duty under the Education and Inspections Act (2006) to promote sustainable travel.

The Sustainable Modes of Travel Strategy (for Children and Young People) can be found at:

www.barnet.gov.uk/smots

Help with travel costs

Children in Years 7 – 11 in Secondary Schools

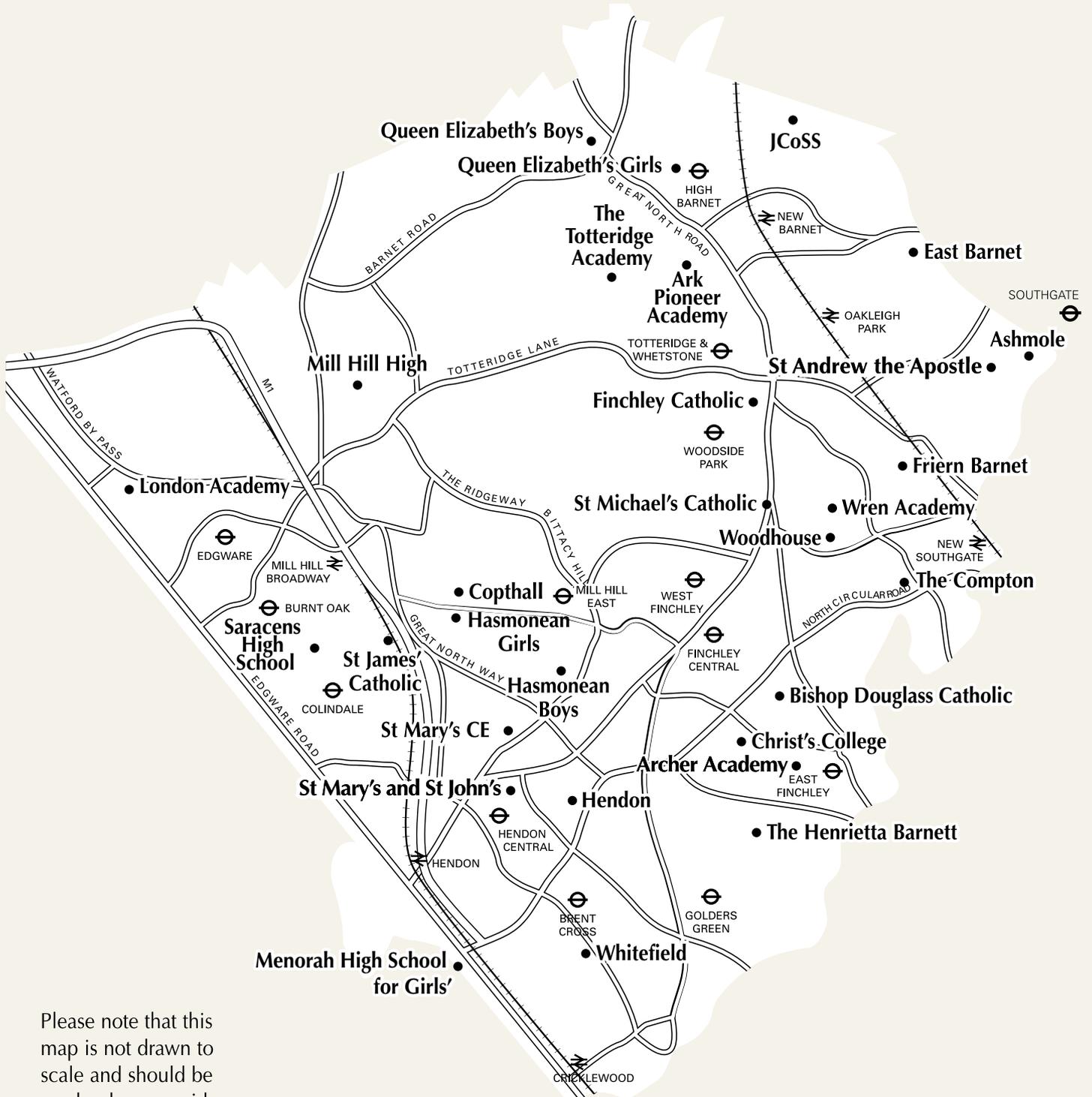
The vast majority of children living in Barnet and starting secondary school will not be entitled to the cost of travel as there will be a suitable school within a three-mile walking distance of their home, accessible through a safe-walking route or by free travel on public transport.

Parents may qualify for support with their child's home-to-school travel if:

- the child is entitled to free school meals or the family receives the maximum level of Working Tax Credit, and
- the home-to-school journey involves a cost, or
- the child is unable to get to school by foot or public transport as a result of exceptional social or medical needs.

Please note that fulfilling one or more of the above criteria does not give automatic entitlement to free travel to school and each application will be considered on its own merits.

School location map



Please note that this map is not drawn to scale and should be used only as a guide

If somebody else's child lives with you, you need to let us know



Somebodyelse'schild

National Private Fostering Campaign

If a child is living in your home for more than 28 days and you are not their parent, grandparent, brother, sister, uncle, aunt, step parent or legal guardian, you must let us know.

For more information:

tel: 020 8359 4066 email: mash@barnet.gov.uk

or visit www.barnet.gov.uk/private-fostering

A guide to
Secondary Education
in Barnet 2021