A guide to

# Secondary Education in Barnet 2027

Apply online at: **www.eadmissions.org.uk**

eAdmissions BARNET

BARNET LONDON BOROUGH

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

## From 1 September 2026 you can apply for a school place online

**If your child is due to transfer to a secondary school in September 2027 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 2026**
- 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 2027.**

eAdmissions BARNET

# Contents


| | |
|---|---|
| **Message from Councillor Pauline Coakley Webb** | **5** |
| **About this booklet** | **6** |
| **Secondary transfer timetable** | **7** |
| **Co-ordinated admissions** | **7** |
| **Choosing a school** | **8** |
| **Mythbusters** | **10** |
| **Apply online** | **12** |
| **Open evening dates** | **20** |
| **Barnet Schools** | **25** |
| **Secondary schools and academies in Barnet** | **29** |
| The Archer Academy | 30 |
| Ark Pioneer Academy | 32 |
| Ashmole Academy | 34 |
| Bishop Douglass Catholic School | 36 |
| Christ's College, Finchley | 38 |
| Clarion School | 40 |
| The Compton School | 42 |
| Copthall School | 44 |
| East Barnet School | 46 |
| Finchley Catholic High School | 48 |
| Friern Barnet School | 50 |
| Hasmonean High School for Boys | 52 |
| Hasmonean High School for Girls | 54 |
| Hendon School | 56 |
| The Henrietta Barnett School | 58 |
| JCoSS (Jewish Community Secondary School) | 60 |
| London Academy | 62 |
| Menorah High School for Girls' | 64 |
| Mill Hill County High School | 66 |
| Queen Elizabeth's Boys' School | 68 |
| Queen Elizabeth's Girls' School | 70 |
| St Andrew the Apostle | 72 |
| St James' Catholic High School | 74 |
| St Mary's and St John's CE School | 76 |
| St Michael's Catholic Grammar School | 78 |
| Saracens High School | 80 |
| The Totteridge Academy | 82 |
| Wren Academy | 84 |
| **Additional information** | **87** |
| **Keywords** | **93** |
| **Applying for schools in other boroughs** | **94** |
| **Other useful contact details** | **95** |
| **Travelling to school** | **96** |
| **School location map** | **98** |

# Message from Councillor Pauline Coakley Webb

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 20 of this booklet.

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

**Councillor Pauline Coakley Webb**

Cabinet member for Family Friendly Barnet

# About this booklet

This booklet will help you understand the admissions process when your child transfers to secondary school in 2027.

**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 2015** and **31 August 2016** will transfer to secondary school in 2027.
- 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.

  Please complete and submit the **Phase Transfer school preference form.**

  The school preference form window for submissions will be open from 9am Monday 21 September 2026 until 5pm Friday 23 October 2026.

  For more information on the phase transfer process, please visit https://www.barnet.gov.uk/school-phase-transfers

# Secondary transfer timetable

| Date | What happens? |
|---|---|
| **1 September 2026** | Applications open at **www.eadmissions.org.uk** |
| **September and October 2026** | School open events (see page 20 for details) |
| **31 October 2026** | Closing date for applications |
| **7 December 2026** | Deadline for late applications and changes to on-time applications, with good reason |
| **1 March 2027** | National Offer Day<br>Applicants notified of their result by email |
| **15 March 2027** | Acceptance deadline |
| **March – onwards** | Further offers from waiting lists |
| **May – July 2027** | 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 2027.**

# Choosing a school

Before you make your application:

Read the information in this booklet

**Find out about** the schools that interest you...

...Visit school websites and attend open events

**Talk** to your child

find out what matters to them

Do your **research...**

look at Ofsted reports, exam results, curriculum information and enrichment opportunities

**Consider** how your child will get to school...

consider the journey by walking, cycling or public transport

**Find out more** about the school...

read the prospectus and information available from the school

**Talk** to the Admissions Team...

we can answer your questions about the admissions process

**Consider** what is right for your child...

a school that suits one child may not be the best fit for another

**Understand** how places are allocated...

most schools receive more applications than places available

...look at the admissions criteria and previous years' allocation information

# 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.

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

**Fact:** Applications submitted after 31 October will not be considered until places have first been allocated to all applicants who applied on time and your chances of an offer from a preferred school will be significantly reduced.

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**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.

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**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.

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**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:**

Admission authorities cannot give priority simply because a child lives in a particular borough. Applications are considered using the school's published admission criteria, regardless of which borough the child lives in.

**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:**

## 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:**

No child is guaranteed a place at any school. The number of applications received and the circumstances of applicants vary from year to year, so allocation outcomes can vary. The Allocation Table on pages 26 to 28, shows how places were allocated last year and can be used as a guide but it cannot predict future outcomes.

# Apply for your child's school place online at eadmissions.org.uk

**Applying online for a school place is quick and easy.** Follow the steps in this leaflet and you are ready to start your child's online application.

- Each screen will explain what you need to do; more information is available wherever you see this icon, just click on it.
- A video is available on the website to watch:
  - Creating a new account
- All sections with a * need to be completed.
- Help gives guidance on the following:

About gives information on the following:

- When you first use the website you can download it as an app to the device you are using. Just follow the instructions.
- **Make sure you only open one browser!**

## Step 1: Getting started

- Before you start your online application, you will need to do some research.
- Visit your local authority's website for details about how applications are processed.
- Find schools in your area by using the Map.
- Read the admissions criteria for the schools you are interested in.
- Visit schools.
- Check how places were offered in previous years.
- You should check transport policies for local authorities (outside London).

## Step 2: What to do if this is the first time you are applying online using eAdmissions

**If you have used the eAdmissions system in the last 3 years to apply for a school place for any of your children you do not need to register again. Instead please go to Step 3.**

- If you used the eAdmissions website over 3 years ago you will need to register to apply online.
- If this is the first time you are using the eAdmissions website you must register to apply online.
- You will need an email address to register.
- If you already have an email address you should set your spam/junk mail filter to 'Standard' so that emails from eAdmissions go straight to your inbox. **You should check your spam/junk email folder now and then to make sure that messages from the eAdmissions website are not sent there by mistake.**
- Register yourself on the eAdmissions website.
- Your username will be displayed on screen, make a note of it.
- You will then be asked to create your own **password**.
- Login to the eAdmissions website using the username and password that you have just created.
- You will be sent a validation email containing your **username** and instructions on how to validate your email address.
- The email will also contain a link which will take you to the eAdmissions login page to start your application.
- Please keep your username and password safe as you will need them to login and apply for any other children you have, and to see the outcome of your application. (It will be March for Secondary & 14/19 applications and April for Reception and Junior applications)
- You can opt to receive push notifications during the admissions process from an android phone or if you have an Apple device.
- It is important that you register well before the deadline in case there are any problems making your application. The closing dates are:
  - **31 October for Secondary & 14/19 applications**
  - **15 January for Reception and Junior applications**

## Step 3: What to do if you have applied before using eAdmissions or you have just registered and received your username

- On the home page select 'Existing Account' and enter your username and password.
- If you have forgotten your username we can re-send it to you, just select the 'Forgotten your user name or password?' link and follow the instructions on screen.
- If you have forgotten your password we can reset it and send it to you, just select the 'Forgotten your user name or password?' link and follow the instructions on screen.

## Step 4: Adding your child's details

- The next page is your home page called 'Your home page' Click 'Start application' button.
- Enter the details requested about the child you are making the application for on the 'Child details' page and select the 'Save and continue' button.
- **Please remember**

**Council tax account number:**
Some local authorities will ask you to provide this information for the address where your child lives. For more information use the icon.

**Child's current school:** Please select the school from the drop down list. Only type the name of the school in the box if your child is at a nursery school or you cannot see the current school name listed.

**Twins or triplets:** If you have twins or triplets you must make an application for each child and tick the multiple birth box.

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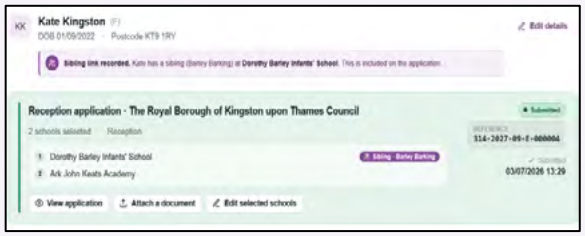
## Step 5: Adding school preferences

- Add your preferences in the order you prefer them. **You can select up to six schools** (if you live in Surrey you can only select four preferences for Reception. Preferences for junior applications will vary, so please check with your Local Authority).
- Make sure you include the details of any brothers or sisters who will be attending one of the schools or linked schools you have applied for. If you do not tell us you may lose out on a place allocated under the sibling criterion.
- Please be aware that not all schools have a medical or social criterion, please check before selecting your schools.
- If the schools you have selected allow medical or social criteria and you would like your child to be considered under this criterion you must tick the relevant box and attach supporting evidence. You can attach documents once you have submitted your application.

### Important information

- **If you do not provide the evidence to support your application, your request cannot be considered under that criterion.**
- Some schools ask you to fill in extra forms called supplementary information forms (SIF). If you do not fill in these forms and/or send them direct to the relevant school, you risk your chance of getting a place at these schools.
- It is your responsibility to check that your online application is fully completed and that you have entered all details correctly. If you do not tick certain boxes or enter relevant information (for example sibling box) your application will not be considered under that criterion.
- When a sibling is added to an application it will be displayed on your application on your home page against the preference.




- Each time you fill in the information on a page, make sure that you select 'Continue'. Select Add school to add further schools to your application. When you have finished adding schools to your application then Confirm selection

## Step 6: Submitting your application

- Select the 'Submit application' button on the last page.
- After you have submitted your application you will receive an email confirming details of your online application. The email will list an application reference number similar to this: 123-2027-09-E- 123456.
- If you do not receive a number it means your application was not submitted successfully and you must login and select the 'Submit application' button again.

**Editing/changing your application**

- You can edit and make changes to your online application until the closing date, but for your most recent changes to be recorded you will need to Resubmit application your application.
- Always keep your details and your childs details up to date on the website. You can do this on 'Your home page'.

## Step 7: Attaching supporting evidence

Many local authorities need you to send them evidence to support your application. You can find out what each local authority needs by reading their information booklet about applying for school places or the Local Authority Details section, for example:

- Confirmation of your child's address and their date of birth.
- Evidence to support your application such as doctor's letters if you have applied under the medical criterion.
- Evidence to confirm your child was looked after or previously looked after.
- Evidence to confirm that you are a crown servant.

**If you have ticked any of the categories above and do not provide evidence to show this, your local authority is unlikely to take this into account when making allocations.**

## What happens next?

If you submitted your application by the closing date you will be sent the outcome of your application during the evening of the published national offer day.

- You should respond within 14 days. There are 2 ways to do this:
  1. Use the reply button in the email that you will receive during the evening. It will take you to the eAdmissions website, log in and respond.
  2. Return to eadmissions.org.uk, log in and select view outcome and respond.
- Some local authorities do not send letters if you have applied online. Check your local authority's details on the left hand side of the 'My school admissions' page.

**Receipt details:** Use the space below to record your application reference number, you may need to refer to this at a later date.

**Application Reference Number:**

# 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 your child's main residence on **31 October 2026.** We will not accept a temporary address, a business address, a childminder's address or any address, including a family member's address, that is not your child's main residence. The main address is considered to be where the place where the child sleeps and spends most of their time from Monday to Friday.

## Temporary addresses

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.

## Children living at two addresses

Where parents live separately, the application should be made using the child's main home address.

The child's main home address is the address where the child lives for the majority of the school week (Monday to Friday) and sleeps for the majority of school nights.

Where a child spends an equal amount of time at both addresses, it is the responsibility of those with parental responsibility to agree which address should be used for the application. The application must be accompanied by a joint written declaration confirming the agreed address, together with copies of any relevant court orders.

If no joint declaration is provided where residence is shared equally, the local authority will determine the address to be used for admissions purposes. In doing so, all relevant evidence will be considered. Where the child's time is not shared equally between two addresses, the address where the child spends the majority of the school week will normally be used.

## 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 some evidence of the child's intended 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 and is verified before **7 December 2026.** If we receive the required evidence before **7 December 2026** we will be able to use the new address to measure your home to school distance. If this information is received after **7 December,** we will not be able to update your address until after **1 March 2027.**

If a change of address takes place between the offer date and start of term in September, this must be communicated to the Admissions Team through the online form **Update my details - School Admissions (barnet.gov.uk)**. This may result in the original offer being withdrawn, if the child no longer qualifies for the place offered based on the new address and the oversubscription criteria for the school. In this case, a new offer will be made.

Barnet Council reserves the right to reassess an application at any time should new information come to light. Each case will be considered on its own merits and the council will make a judgment as to whether the initial decision to offer a place was flawed based on the new information.

## Proof of address[1]

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

**You will also need to upload two proofs of address to support your application. Normally, this should include one document from Section A and one document from Section B, below. Where a Section A document is unavailable, two documents from Section B must be provided. All documents must be in the applicant's name.**

**Section A**

- Current Council Tax Statement
- Rent statement
- Mortgage account statement
- Tenancy agreement arranged through a letting/ estate agent(must be stamped or on headed paper)

**Section B**

- Tenancy Deposit Protection Scheme coverage or other deposit protection as applies to the tenancy
- Recent utility bill e.g. Electricity, gas, phone (within last 3 months), water (annual statement)
- Universal credit / Tax credit documentation
- Child Benefit letter or other official government documents.

If your address has changed in the last two years, or if you move address after **31 October 2026,** 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

## Address checking and verification

All 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.

In most cases 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 minority of the week
- using 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 information 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
- information obtained from current education providers and services working with the family
- any state benefits in payment.

If there is evidence to suggest that an address of convenience has been used, the local authority will determine the address to be used based on the evidence and the balance of probability.

If a fraudulent address or address of convenience is found to have been used after the allocation of places, any offer made may be withdrawn, even if the child has started attending 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 was submitted 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.

## 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. **Regretfully, a Barnet parent has recently been convicted for providing false information, which has resulted in a criminal record, a suspended prison sentence, loss of employment, financial penalties and unpaid community work.**

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 as the order of priority may give you an idea of your chances of success
- all applications are initially processed without taking your preference order into consideration
- if your child is eligible for more than one school offer, we will offer you a place at the school ranked highest on your application and withdraw all lower school preferences
- your selected schools will not be able to see the order in which you have ranked them on your application form; your child's eligibility for a place at oversubscribed schools will be determined solely by the individual school's published admissions criteria.

## 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 2026** by returning to the online eAdmissions website, editing and re-submitting your application.
- you cannot change your preferences after **31 October 2026** unless you have good reason, such as a permanent change of address, in which case you will need to let us know in writing and provide relevant proofs by **7 December 2026**.

  The final deadline for late changes to your on-time application, regardless of the reason, is **7 December 2026**. Any changes requested after **7 December 2026** will be considered after **1 March 2027**, National Offer Day.

## 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 directly through adoption, a child arrangements order or a special guardianship order as well as those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. The evidence should show that the child was looked after immediately prior to adoption/order.

**Important –** please see Keywords on page 93 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 with special educational needs

If your child has an Education, Health and Care Plan (EHCP), the arrangements for your child's transfer to secondary school will be different.

You will need to complete and submit the **Phase Transfer School Preference form**. The school preference form window for submissions will be open from **9am Monday 21 September 2026 until 5pm Friday 23 October 2026**.

For more information on the phase transfer process, please visit https://www.barnet.gov.uk/school-phase-transfers

You should already have received a letter from the SEN Team setting out the secondary phase transfer process for children with EHCPs.

If you have not received a letter or require further information please contact **SENadmin@barnet.gov.uk**

## Exceptional social/medical circumstances

All Barnet schools have experience in dealing with children with diverse social and medical needs. However, there may be exceptional cases where a particular school may be able to meet a child's needs in a way that no other school can.

For your application to be considered under the social or medical criterion, you must provide written evidence from a doctor, social worker or other independent professional, which demonstrates the connection between your child's needs and the specific school.

Please note that **most secondary schools do not give priority on social / medical grounds**. Therefore, you should check the oversubscription criteria for your preferred school and only attach supporting evidence if this category is listed.

## Late applications

**Applications received after 31 October** will be treated as late. Late applications will not be considered until we have allocated school places to the applicants who applied on time.

This means that late applicants are unlikely to be offered one of their preferred schools. If there is a good reason as to why your application is late; for example serious illness, or you moved to the area after the closing date, you must submit a Reason for Late Application Form available at **www.barnet.gov.uk/schooladmissions** by **7 December 2026** 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) an organisation that processes 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 share your application details with Barnet schools, including voluntary aided schools, free schools and academies 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 preference schools will be considered equally and the highest eligible oversubscription criterion will be applied for each school
- the oversubscription criteria for our schools and academies are shown on pages 30/31 to 85.
- ranked lists will be drawn up for all schools.

**When all the applications have been considered:**

- we will co-ordinate all the offers and exchange information with other local authorities
- if your child can be offered a place at 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.
- your offer will be re-assessed if your child has moved after the offer was made and before the start of the academic year; in this case the offer may be withdrawn.

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

## National Offer day – 1 March 2027

- you will receive an email with the outcome of your application during the evening of **1 March 2027**
- 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 and click on the 'Reply' button at the bottom of the email to log into your account and accept or decline your offer
- 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 2027;** 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 the reason, for example:**

- 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 and provide details e.g. the name of the independent school or your prospective address. 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 have been withdrawn so if you want to reinstate your application for a school you originally ranked lower than the one you have been offered, you will need to complete and submit the online 'Change of School Preference Form' (URL: **https://myforms.barnet.gov.uk/xfp/form/91**
- you can also add preferences for schools that you did not select on your original application form; if the school is oversubscribed, we will add your child's name to the waiting list
- waiting lists are ordered in accordance with the individual school's published oversubscription criteria
- time spent on a waiting list is not taken into account and waiting list positions are subject to continual change.

**Please note:** Year 7 waiting lists for most Barnet schools are closed at end of each academic year* so you will need to submit a new application if you want your child to be placed on the Year 8 waiting list for the next academic year.

Please visit **www.barnet.gov.uk/schooladmissions** and following the link to **In-Year admissions.**

If you have applied for a place at a school in another borough, you will need to visit the relevant Local Authority's website to find out when waiting lists are closed and how to re-apply for a place at the school.

* Please check the individual school's website for further information on waiting lists and closure dates.

## 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 through the Appeal Form available at www.barnet.gov.uk/schools-and-education/school-admissions/school-admission-appeals
- 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 those involving 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
- decisions made by the appeals panel are binding on the admission authority for 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 2027**.

# After 1 March 2027

## 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 during the last week 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.**

# TRANSFER TO SECONDARY SCHOOL 2027 – DATES AND TIMES OF OPEN EVENINGS IN 2026

****It is advisable to check individual school websites for any last-minute changes****

| | | |
|---|---|---|
| Wednesday 24 June | **5:00pm -7:00pm** | **St Michael's Catholic Grammar School,** Nether Street, N12 7NJ |
| Tuesday 30 June | **All day (ticketed event)** | **Henrietta Barnett School,** Central Square, Hampstead Garden Suburb, NW11 7BN |
| Thursday 2 July | **All day (ticketed event)** | **Queen Elizabeth's School,** Queen's Road, Barnet EN5 4DQ |
| Tuesday 8 September | **6:00pm to 8:30pm** | **London Academy,** Spur Road, Edgware, HA8 8DE |
| Wednesday 9 September | **5:30pm – 8:00pm**<br>**Final admission 7:15pm** | **St Mary's and St John's CE School,** Stamford Raffles, Downage, Hendon, NW4 1AB |
| Thursday 10 September | **4:30pm – 7:30pm** | **Ark Pioneer Academy,** Westcombe Drive, Barnet, EN5 2BE |
| Tuesday 15 September | **5:30pm – 8:00pm** | **Christ's College Finchley,** East End Road, Finchley, N2 0SE |
| Wednesday 16 September | **5:00pm – 7:00pm**<br><br>**5:00pm – 7:30pm** | **Copthall School,** Pursley Road, Mill Hill, NW7 2EP<br><br>**Bishop Douglass School,** Hamilton Road, East Finchley, N2 0SQ |
| Thursday 17 September | **5:00pm – 7:30pm**<br><br>**5:00pm – 8:00pm**<br><br>**5:00pm to 8:00pm**<br>**Final admission 7:30pm** | **Friern Barnet School,** Hemington Avenue, Friern Barnet, N11 3LS<br><br>**The Archer Academy,** Eagans Close, East Finchley, London N2 8GA<br><br>**Mill Hill County High School,** Worcester Crescent, NW7 4LL |
| Tuesday 22 September | **5:00pm – 7:30pm** | **Hendon School,** Golders Rise, Hendon, NW4 2HP |
| Wednesday 23 September | **5:00pm – 7:30pm**<br>**Final admission 6:30pm** | **Wren Academy Finchley,** Hilton Avenue, N12 9HB |
| Thursday 24 September | **5:30pm – 8:00pm**<br><br>**5:00pm – 8:30pm**<br><br>**5.45pm - 9pm** | **Saracens High School,** Corner Mead, Colindale, NW9 4AS<br><br>**The Compton School,** Summers Lane, North Finchley, N12 0QG<br><br>**JCoSS (Jewish Community Secondary School),** Castlewood Road, New Barnet, EN4 9GE |
| Monday 28 September | **5:30 to 8:00pm** | **East Barnet School,** Chestnut Grove, East Barnet, EN4 8PU |
| Tuesday 29 September | **5:00pm – 7:30pm** | **Finchley Catholic High School,** Woodside Lane, North Finchley, N12 8TA |
| Thursday 1 October | **5:30pm – 7:30pm**<br>**Final admission 6:45pm**<br><br>**5:30pm – 8:00pm**<br>**Final admission 7:30pm**<br><br>**5:30pm – 8:00pm** | **Clarion,** Claremont Road, Cricklewood, NW2 1TR<br><br>**St James' Catholic High School,** Great Strand, Colindale, NW9 5PE<br><br>**The Totteridge Academy,** Barnet Lane, Totteridge, N20 8AZ |
| Monday 5 October | **6:00pm – 8:30pm**<br>**Final admission 8pm** | **Queen Elizabeth's Girls' School,** High Street, Barnet, EN5 5RR |
| Tuesday 6 October | **5:00pm – 7:30pm** | **St Andrew the Apostle Greek Orthodox School,** Brunswick Park Road<br>**https://what3words.com/local.rising.lake** |
| Thursday 8 October | **6:15pm – Gates Open**<br>**6:30pm – First Speech** | **Ashmole Academy,** Cecil Road, Southgate, N14 5RJ |
| Monday 12 October | **6:30pm – 8:45pm** | **Hasmonean High Girls' School,** Page Street, Mill Hill, NW7 2EU |
| Wednesday 14 October | **5:15pm – 8:00pm** | **Hasmonean Boys' Middle School (temporary campus for Years 7 & 8),** Southampton Road, London NW5 4JS |

# Further information about each schools Open Evening

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|---|---|
| **Archer Academy** | Prospective parents and students are invited to visit the Archer Academy Lower School campus on Thursday 17 September between 5pm – 8pm. Guided tours of approximately 45mins, led by students, will take place throughout the evening, and there will also be the opportunity to speak to members of staff and governors. The Headteacher will give talks at 5.15pm, 6pm, 6.45pm and 7.30pm. Timed tickets for the Headteacher talks must be booked via our website. In addition, several open mornings will be held at the school consisting of small group tours. Dates and booking details for these are available on the school website. Places must be booked as numbers will be limited. Please note, there is no parking available on site. Please park away from the school, avoiding Stanley Road, and approach on foot.<br>For further information please visit our website **http://thearcheracademy.org.uk/opportunities-to-visit-us**, email **admissions@thearcheracademy.org.uk** or telephone us on 020 8365 4110. |
| **Ark Pioneer** | We look forward to welcoming prospective parents and pupils to Ark Pioneer Academy on Thursday 10th September. Our Open Evening will include presentations from our Principal at 4.45pm, 5.15pm, 5.45pm, 6.15pm and 7.00pm and guided tours of the school by our pupils. We encourage you to visit us during our open mornings to see the school in action. These will take place in late September/early October. Dates and further details will be published on our website – **www.arkpioneer.org** |
| **Ashmole Academy** | Parents and pupils are invited to attend the prospective parents evening. The Head Teacher will speak in the hall at approximately 6.30pm, 7.15pm and 8.15pm. Guided tours of all areas of the school will be given by students throughout the evening. Pupils' work will be on display. Staff will be available in teaching areas to talk with parents and address any questions or concerns. Parking within the school grounds will be limited to disabled parking permit holders. Other prospective parents are advised to walk if possible. Access roads must be kept clear. |
| **Bishop Douglass** | We look forward to welcoming prospective parents and students to visit us on **Wednesday 16 September** from **5.00pm to 7.30pm**. The Headteacher's talks will take place at 5.15pm and 6.45pm and guided tours will take place before and after the talks. Parking is available on site.<br>For an opportunity to see the school in action following our Open Evening, please contact **admissions@bishopdouglass.barnet.sch.uk** or visit our website to book a tour of the school. |
| **Christ's College Finchley** | The Opening Evening for prospective parents and pupils will be held from **5.30pm to 8.00pm** on **Tuesday 15 September**. The Headteacher's speeches will take place at **5.45pm, 6.30pm and 7.15pm**.<br>To avoid congestion, all attendees will need to register in advance via the school website. Please note that **last admission** is at **7.15pm**.<br>Open Mornings will be held on a **selection** of days during late September and early October, from **9.10am to 10.00am**, giving parents the opportunity to see the school at work, visit lessons, and talk informally to the Headteacher, staff and students.<br>Further details about the Opening Evening and Open Mornings will be available from **1 September** on our website: www.christscollegefinchley.org.uk. |
| **Clarion** | Prospective parents and students are invited to our Open Evening on Thursday 1 October, to view the School between 5.30 – 7.30pm, with a 6.45pm last admission. Mr. Hunt, the Headteacher will deliver a speech at 6.45pm. Families are invited to visit the School for Open mornings in October from 9.15-10.15am.<br>To book a place at our Open Evening event or Morning tour please visit our website **www.clarion.school** or phone 020 8455 4114. On-site parking is available. |
| **The Compton** | We are excited to welcome prospective parents and students to our school between 5-8.30pm on Thursday 24 September. The Headteacher's talk, from Louise Ismail and Andrew Hammond, will take place at 6.00pm, 7pm and 8pm. Visitors will have the opportunity to go on tours guided by our outstanding students who will be able to share what life is like at The Compton School and will provide answers to any questions about what it is like to study with us. Meet our team of dedicated teachers and experience some of the exciting extra-curricular and enrichment activities that we have to offer. Please note that there is no parking on the school premises; parents should park away from the school as roads become very congested. Further information regarding secondary transfer is available here: **http://www.thecompton.org.uk/548/virtual-secondary-transfer-information**<br>There will be a limited number of places on guided tours of the school during the school day. Please telephone the school office from Friday 25 September 2026 on 020 8368 1783 for more details. |

# Further information about each schools Open Evening

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|---|---|
| **Copthall** | Prospective parents and their daughters are warmly invited to visit our wonderful school, meet our staff, our pupils and see their impressive work and experience the exciting array of extra-curricular activities on offer here at Copthall. Guided tours by current students will be available and you will also have the opportunity to meet representatives from our Board of Governors. The Headteacher Mrs Maria Winters will address prospective families at 6pm. Limited parking is available on site via our Pursley Road entrance. Please book your place to attend which includes booking your time for the Headteacher's speech. The booking link will be available on the school's website closer to the date. Prospective families are also invited to visit Copthall School whilst our students are at work during the week of 21 September 2026. Please telephone the school on 020 8959 1937 x201 to arrange an appointment for a tour.<br>For further information on any of the above, please visit our website **www.copthallschool.org.uk** |
| **East Barnet School** | Prospective students with their parents/carers are warmly invited to attend a fun and informative Open Evening at EBS from 5:30pm. Visitors will be welcomed by staff before joining a guided tour with our Year 7 student volunteers – feel free to ask any questions you might have! Tours depart every few minutes from 5:30pm until 7.00pm. At 7:30pm, guests will be invited into the Auditorium for our Headteacher's talk, accompanied by other senior staff and current students. The evening will conclude at 8.00pm. There will be no available parking on-site, however, parking is available on the surrounding streets; please park considerately. Visitors are encouraged to sign up on the EBS website a couple of weeks before the Open Evening to receive updates.<br>Details of how to book a Morning Tour to see the school in action, will be shared at the Open Evening and booking will go live via our **website** the next day. |
| **Finchley Catholic High** | We are delighted to offer guided tours for our prospective students and their parents from 5pm until 7.30pm. Please do come and meet our fabulous students and staff and learn more about the professional learning community we have established at our school. The Headteacher will speak to our visitors at 5.15pm and 7pm and entrance to these talks is by ticket only available on the evening.<br>Very limited parking is available within the school on the evening of September 29 so it is recommended that visitors park considerately in the adjacent streets. |
| **Friern Barnet** | Guided tours by current students will be available from 5.00pm. There will be a talk by the Head Teacher at 5.30pm and again at 6.30pm. Tours of the school in normal working hours will be available in the days following the open evening, by appointment. Car park entrance from Crescent Road gate only. Please do not use Hemington Avenue for access or parking. |
| **Hasmonean High Boys'** | Parents and Year 6 students will be able to tour the temporary middle school site from 5.15pm-8pm to see the work of the various departments. Senior students will be in attendance to help visitors find their way around the building and there will be the opportunity to speak to teaching staff and pupils. Parents should pre-register for a presentation time via a link on the school's website. There is no on-site parking available and we strongly suggest using public transportation as parking in the area is very difficult.<br>Please note that these arrangements are subject to change and current information can be found on the school website **www.hasmoneanboys.org.uk/admissions** or by contacting the school directly. If you also wish to see the main school campus, please contact the Admissions Officer to request a small group tour of the site during the school day. These will be arranged on an ad hoc basis. |
| **Hasmonean High Girls'** | Parents and Year 5/6 students will be able to tour the school from 6.30pm to see the work of the various departments. Parents should pre-register via a link on the school's website. Senior students will be in attendance to help visitors to find their way around the buildings and there will be the opportunity to speak to teaching staff and pupils. The evening will continue at 8pm with a formal presentation in the Hall, ending at approximately 8.45pm. At the girls' school there will be limited parking available in the school's car park on the evening. Parents can also park in the residential streets nearby, showing consideration for our neighbours.<br>Please note that these arrangements are subject to change and current information can be found on the school website **www.hasmoneangirls.org.uk/admissions** or by contacting the school directly. |
| **Hendon** | There will be guided tours by our current students for parents/ carers and pupils. There will be a talk by our Headteachers at 6pm. We ask that all parent/carers book a tour time and a ticket to the Headteachers speech, for each person attending via our website from Monday 14th September. Tours of the school during the school day will be available during the week beginning 28th September. These are able to be booked on the night or from Wednesday 23rd September via our website. All transition information can be found on our website **www.hendonschool.co.uk** |
| **Henrietta Barnett** | The school will be holding an Open Day on Tuesday 29 June 2027. This will be a ticketed event open to current Y5 students and their families only. To maximise the number of families who can attend, tickets will be limited to two per family. Families will hear a talk from the Head, Mrs Emma MacLeod and receive a guided tour of the school. There will be five sessions available and tickets will be allocated on a first-come-first-served basis. Please note that proof of booking will be required to gain entry on the day.<br>Tickets for the Open Day can be booked from early June via a link on the website, where updated arrangements and the confirmed ticketing date can be found in due course. |

# Further information about each schools Open Evening

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| **JCoSS** | There will be talks given by the Headteacher during the evening: please go to www.jcoss.org for further details and to pre-register for the talk you wish to attend. There will also be guided tours of the school given by students throughout the evening. The vehicle entrance to JCoSS is on Castlewood Road and there is some parking on site. The pedestrian entrance to JCoSS is on Westbrook Crescent. Please do not park on Westbrook Crescent or Armstrong Crescent and please be considerate to local residents if you are parking on roads surrounding the school. Please go to **www.jcoss.org** or phone 020 8344 2220 for updated information. |
| **London Academy** | Prospective parents and students are invited to attend London Academy Open Evening on Tuesday 8 September, to view the school between 6 - 8.30pm. Guided tours, led by London Academy students will take place throughout the evening and there will be plenty of opportunity for parents and students to speak to members of staff and governors, to address any questions or concerns. The Principal will deliver a talk at 6.30pm and 7.30pm. Parents attending the Open Evening are requested to follow traffic directions given by the car park attendants. For further information, you can visit our website: **http://www.londonacademy.org.uk/** or if you cannot make the event, please contact the academy on: 020 8238 1100 to arrange a tour of the school or sit down with the Principal. |
| **Mill Hill County High** | Guided tours of the school for parents and pupils will be arranged between 5 - 7.30 pm. The Headteacher will address prospective parents in the main hall at 5.30pm, 6.15pm and 7pm. Admission to the Headteacher's speech is by ticket only. These will be available during the evening. Parking in and around the school is very difficult. Parents are requested to follow the traffic directions given by supervising adults. If you require special access arrangements due to disability it is essential that you contact the school prior to the evening. |
| **Queen Elizabeth's Boys'** | The occasion will be open to families with sons of different ages, recognising that many start visiting potential schools at different times. However, there will be an early-bird booking period for those who have successfully registered to sit the entrance examination in September 2026, for entry into Year 7 in September 2027. Those who have completed the registration process, which opens on Friday 1st May 2026, will be contacted with details on how to book one of the sessions. After this initial priority period, booking will become available to all. We are planning for eight sessions throughout the day, so there should be plentiful capacity. All bookings will be via Eventbrite; we will update the School's website at the relevant time with the necessary link.<br>To maximise the number of families who can visit us, the number of attendees per booking will be limited to up to three visitors from each family. You cannot make more than one booking. Tickets will be available on a first-come-first-served basis. Proof of booking will be required to gain admittance on the day.<br>A visit will involve hearing from the Headmaster and a guided tour of our campus. |
| **Queen Elizabeth's Girls'** | Parents are invited to view the school between 6pm – 8.30pm (final admission at 8pm). There will be three talks by the Headteacher in the school hall at 6.45pm, 7.30pm and 8.15pm. Parents are advised that there is no parking on the school site and that parking around the school is extremely limited. If possible parents should walk or use public transport. Tours of the school during normal working hours will be available in the days following the open evening. Please telephone the school on 020 8449 2984 to make an appointment. |
| **St Andrew the Apostle School** | The school will be open for parents and Year 6 and Year 5 pupils between 5.00pm and 7.30pm. The school is located in its purpose-built new building on Brunswick Park Road, which was open in September 2025. Open mornings to see the school in the school day will be held in person from Monday 14 September 2026 every day at 9am and 9:30am . Please .**Click here** to reserve your place for both the open morning and the open evening.<br>For further information, please visit our website **www.standrewtheapostle.org.uk** |
| **St James' Catholic High School** | Prospective parents and pupils are invited to visit the school between 5:30pm – 8pm (final admission at 7:30pm). There will be talks by the Headteacher, in the Hall, at 5.45pm and again at 6.45pm. Parking will be available on site. In addition, Open Mornings will take place. by appointment, during the week of Monday 5 October at 9:30am. Parents and their children are welcome to view the school at work and to meet pupils and senior staff. Please contact the school on 020 8358 2800 or email **admin@st-james.barnet.sch.uk** to book a place on your preferred day of that week. |
| **St Mary's & St John's CE** | Prospective parents and students are warmly invited to our Stamford Raffles Campus where Years 9-13 are based. You are welcome to view our superb facilities and to talk with our students, staff and governors about our community and distinctive Christian ethos. The Senior Leadership Team will give talks at 5.30pm, 6.15pm and 7.00pm, which will need to be booked in advance via our website (**www.smsj.london**). Open mornings, while the school is in session are also available by appointment during the week commencing **28 September 2026**, please contact our school office on 020 8202 0026. Further information about our exciting Performing Arts Scholarship programme can be found on our website, **www.smsj.london** please note that there is an earlier deadline for these applications. |

# Further information about each schools Open Evening

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|---|---|
| **St Michael's Catholic Grammar** | We look forward to welcoming prospective parents/carers and girls on Wednesday 24 June. Guided tours of the school will be held from 5pm to 7pm and there will be a short presentation from the headteacher at 5pm and 7pm. You do not need to register in advance to attend. Due to the large numbers visiting the school we ask that, if possible, parents bring girls in years 4 and 5 only. Unfortunately, there is no parking on site and visitors should not try to drive on to the school premises. There is restricted street parking in the near vicinity so it is suggested that parents/carers park in the public car park in Lodge Lane (5 minute walk from school) as the roads to the school become easily congested with traffic. Please be respectful to local residents when visiting the school. Details of our admission arrangements and oversubscription criteria can be found on our website **https://www.st-michaels.barnet.sch.uk/home/admissions/** |
| **Saracens High School** | The school will be open for prospective parents and pupils between 5.30 – 8.00pm. Guided tours will be available from 5.30pm. There will be presentations by the Principal at 5.45pm and 6.30pm. The last tour will commence at 7.30pm.<br>For families unable to attend the evening, we also offer Open Mornings (by appointment only) on Monday 28 and Tuesday 29 September with guided tours at 9.00am, 9.30am or 10.00am. For more information and to book your visit please phone: 020 8181 3180 or email: **admin@saracenshigh.org**<br>Unfortunately, no parking will be available within the school, so families should park in the residential streets nearby, showing consideration for our neighbours. |
| **The Totteridge Academy** | Prospective parents and pupils are warmly invited to view the school between 5.30pm-8pm on Thursday 1st October. The Principal Tom Knott will address visitors in the school hall at 6:30pm, 7:00pm and 7:30pm. Students will be available to lead guided tours of the school for parents and their children.<br>Parking is limited owing to significant numbers so please attend on foot if possible. |
| **Wren Academy** | Gate Opens at 4.45pm. Car Park entrance is on Woodhouse Road. Parents and prospective students are invited to book seat at one of the Principal's three speeches which will commence at 5.00pm, 5.45pm, and 6.30pm. The Academy will not be open for tours on this evening.<br>Daily tours will take place from 9.00 to 11.00 and will be by appointment only. To book a speech or tour, please refer to our website **www.wrenacademyfinchley.org** in July 2026. |

# 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 (5)

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

**Barnet's 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

### Academies and free schools (22)

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.

**Barnet's academies and free schools are:**

- The Archer Academy
- Ark Pioneer Academy
- Ashmole Academy
- Bishop Douglass Catholic School
- Christ's College Finchley
- Clarion School
- The Compton School
- Copthall School
- East Barnet School
- Hasmonean High School for Boys
- Hasmonean 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
- St Mary's and St John's CE School
- Saracens High School
- The Totteridge Academy
- 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.

The application process for these schools starts while your child is in Year 9 and the closing date for most applications is **31 October 2026**. However you should check with each school for information on their individual admission arrangements.

# How places were allocated at Barnet Secondary Schools on 2 March 2026

| Name of School | Places available | Criteria | No. of Places offered | Furthest distance offered (Miles) |
|---|---|---|---|---|
| **Archer Academy (The)** | 162 | Pupils with an Education, Health and Care Plan | 15 | |
| | | Children in Care / Formerly in Care | 1 | |
| | | Siblings | 46 | |
| | | N2 Priority Postcode | 45 | 0.304 |
| | | N3 Priority Postcode | 35 | 0.984 |
| | | NW11 Priority Postcode | 20 | 1.34 |
| **Ark Pioneer Academy** | 180 | Pupils with an Education, Health and Care Plan | 10 | |
| | | Siblings | 51 | |
| | | Proximity | 119 | 1.64 |
| **Ashmole Academy** | 261 | Pupils with an Education, Health and Care Plan | 8 | |
| | | Children in Care / Formerly in Care | 3 | |
| | | Siblings | 110 | |
| | | Children of Staff | 3 | |
| | | Feeder | 20 | |
| | | Geographical Distance | 97 | 0.543 |
| | | Music | 20 | |
| **Bishop Douglass** | 180 | Baptised Catholics | 15 | |
| | | Attending a Partnership School | 2 | |
| | | Other Christians | 15 | |
| | | Other Faiths | 2 | |
| | | Community – Siblings | 11 | |
| | | Community – Geographical | 41 | (All offered) |
| **Christ's College Finchley** | 174 | Pupils with an Education, Health and Care Plan | 10 | |
| | | Children in Care / Formerly in Care | 1 | |
| | | Siblings | 47 | |
| | | Children of Staff | 1 | |
| | | Geographical Distance | 115 | 1.167 |
| **Clarion School** | 150 | Siblings | 26 | |
| | | Children of Staff | 1 | |
| | | Geographical Distance | 98 | (All offered) |
| **Compton School (The)** | 210 | Pupils with an Education, Health and Care Plan | 6 | |
| | | Siblings | 60 | |
| | | Geographical Distance | 114 | 0.882 |
| | | Feeder School - Moss Hall | 19 | 1.277 |
| | | Feeder School - Manorside | 2 | (All offered) |
| | | Feeder School - Martin | 9 | 1.245 |
| **Copthall School** | 180 | Siblings | 22 | |
| | | Geographical Distance | 59 | (All offered) |
| **East Barnet School** | 220 | Pupils with an Education, Health and Care Plan | 20 | |
| | | Children in Care / Formerly in Care | 1 | |
| | | Siblings | 81 | |
| | | Children of Staff | 3 | |
| | | Geographical Distance | 115 | 0.841 |

| Name of School | Places available | Criteria | No. of Places offered | Furthest distance offered (Miles) |
|---|---|---|---|---|
| **Finchley Catholic High School** | 180 | Practising Catholic Child In Care | 1 | |
| | | Practising Catholics with Siblings | 40 | |
| | | Other Practising Catholics | 125 | |
| | | Excep Circ Other Faith Or None | 1 | |
| | | Other Faith or None | 13 | 0.716 |
| **Friern Barnet** | 150 | Siblings | 16 | |
| | | Geographical Distance | 38 | (All offered) |
| | | Performing Arts Potential | 5 | |
| **Hasmonean High School for Boys** | 75 | Pupils with an Education, Health and Care Plan | 12 | |
| | | Orthodox Jewish With Siblings on Roll | 56 | |
| | | Orthodox Jewish Only or Eldest Child | 7 | 0.455 |
| **Hasmonean High School for Girls** | 85 | Orthodox Jewish With Siblings on Roll | 50 | |
| | | Orthodox Jewish Only or Eldest Child | 35 | |
| **Hendon School** | 208 | Siblings | 38 | |
| | | Geographical Distance | 72 | (All offered) |
| **Henrietta Barnett (The)** | 120 | Academic Ability – Eligible for Pupil Premium | 2 | |
| | | Academic Ability – Live within 3 miles | 37 | |
| | | Academic Ability – All Other Candidates | 81 | |
| **JCoSS** | 180 | Pupils with an Education, Health and Care Plan | 10 | |
| | | Jewish - Siblings | 102 | |
| | | Jewish - Children of Staff | 8 | |
| | | Distance Places (Jewish Children) | 18 | 1.607 |
| | | Other Jewish Children (Random Allocation)) | 42 | |
| **London Academy** | 150 | Children in Care / Formerly in Care | 2 | |
| | | Siblings | 40 | |
| | | Eligible for Pupil Premium | 16 | |
| | | Feeder - AIM Academy Trust | 10 | |
| | | Geographical Distance | 82 | 2.502 |
| **Menorah High** | 58 | Pupils with an Education, Health and Care Plan | 5 | |
| | | Jewish - Siblings | 34 | |
| | | Other Jewish Girls (Random Allocation) | 19 | |
| **Mill Hill High** | 243 | Pupils with an Education, Health and Care Plan | 11 | |
| | | Children in Care / Formerly in Care | 4 | |
| | | Geographical Distance | 104 | 1.013 |
| | | Siblings | 63 | |
| | | Children of Staff | 1 | |
| | | Technological Aptitude | 24 | |
| | | Musical Aptitude | 24 | |
| | | Dance Aptitude | 12 | |
| **Queen Elizabeth's Boys'** | 192 | Academic Ability | 192 | |
| **Queen Elizabeth's Girls'** | 210 | Pupils with an Education, Health and Care Plan | 6 | |
| | | Children in Care / Formerly in Care | 2 | |
| | | Siblings | 39 | |
| | | Geographical Distance | 163 | 3.925 |

| Name of School | Places available | Criteria | No. of Places offered | Furthest distance offered (Miles) |
|---|---|---|---|---|
| **Saracens High School** | 180 | Pupils with an Education, Health and Care Plan | 10 | |
| | | Exceptional Social / medical Need | 1 | |
| | | Siblings | 55 | |
| | | Feeder School | 6 | |
| | | Children of Staff | 1 | |
| | | Eligible for Pupil Premium | 27 | |
| | | Geographical Distance | 72 | (All offered) |
| **St Andrew the Apostle Greek Orthodox School** | 150 | Sibling | 16 | |
| | | Children of Staff | 1 | |
| | | Practising Greek Orthodox | 17 | |
| | | Practising Wider Faith | 8 | |
| | | Geographical Distance | 63 | (All offered) |
| **St James' Catholic School** | 210 | Catholic Child In Care | 1 | |
| | | Catholic - Siblings | 25 | |
| | | Catholic - Distance | 53 | |
| | | Other Child In Care | 1 | |
| | | Eastern Orthodox Children | 27 | |
| | | Other Christian Denominations | 29 | |
| | | Any Other Applicants | 51 | (All offered) |
| **St Mary's and St John's CE School** | 90 | Pupils an Education, Health and Care Plan | 9 | |
| | | Child in Care / Formerly in Care | 1 | |
| | | Siblings | 32 | |
| | | Children of Staff | 1 | |
| | | Performing Arts Dance | 6 | |
| | | Performing Arts Drama | 8 | |
| | | Performing Arts Music | 2 | |
| | | Faith (Anglican) | 12 | |
| | | Faith (Other) | 4 | 0.562 |
| | | Open Places (distance) | 15 | 0.365 |
| **St Michael's Catholic Grammar School** | 128 | Pupils with an Education, Health and Care Plan | 1 | |
| | | Academic Ability - Child in Care / Formerly in Care | 1 | |
| | | Academic Ability | 126 | |
| **Totteridge Academy (The)** | 180 | Pupils with an Education, Health and Care Plan | 13 | |
| | | Child in Care / Formerly in Care | 2 | |
| | | Siblings | 47 | |
| | | Children of Staff | 1 | |
| | | Children eligible for Pupil Premium | 11 | |
| | | Geographical Distance | 106 | 1.968 |
| **Wren Academy** | 124 | Pupils with an Education, Health and Care Plan | 12 | |
| | | Child in Care / Formerly in Care | 1 | |
| | | Siblings | 52 | |
| | | Children of Staff | 2 | |
| | | Faith - Church of England | 17 | 1.095 |
| | | Faith - Other Christian Denomination Church | 11 | 0.869 |
| | | Community- Geographical Distance | 29 | 0.323 |

# Secondary schools and academies in Barnet

The following pages (30-85) 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.

A summary of each school's oversubscription criteria can be found on the following pages. However, it is advisable to check individual school websites for full details, before applying for a place at the school.

## 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 1 metre (100cm).

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.

# The Archer Academy

Lower School (Years 7 to 9): Eagans Close, East Finchley, N2 8GA
Upper School (Years 10 to 11): 3 Beaumont Close, Bishops Avenue, East Finchley, N2 0GA

**Headteacher**
Lucy Harrison

**tel:** 020 8365 4110
**email:** office@thearcheracademy.org.uk

**DFE code** 302 4001

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

| | |
|---|---|
| Admission limit for Year 7 | **162** |
| Age range | **11-16** |

**www.thearcheracademy.org.uk**

# About our school

### Aims and expectations

We are an OFSTED outstanding school made up of a close-knit community of high aspirations and high expectations in the heart of East Finchley. We are lucky enough to be able to offer our students two bespoke campuses with two distinct environments, ensuring that they receive the right kind of help and challenge at the right time.

As our students make their way through school, they are inspired and supported by a team of teachers who always have their best interests at heart. We work closely together to deliver an interesting, responsive curriculum, providing our students with the knowledge and skills they need to succeed in the next stage of their lives.

And because we believe that education does not stop when the bell rings, we also offer a huge range of extra opportunities outside the classroom, from twice-weekly enrichment courses and horizon-broadening trips to watching and taking part in all sorts of performances and competitions.

We have a comprehensive transition programme for our new year 7s, highlights include: taster lessons, induction day and our community literacy project, where we work with local primary schools to collectively read and explore the novel The Phantom Tollbooth. We also have the popular VIP Zone of our website, reserved for students who will be joining the school. Here they can take part in weekly quizzes and earn house points before they even become Archers in September.

Our goal is to help our students become positive, thoughtful and skilled young people, with a zest for life and a generosity of spirit which will help them make the most of the opportunities ahead. We encourage and support them as they take risks, make some inevitable mistakes, and discover what they are all about.

You can get a sense of why Ofsted has graded us outstanding in all areas by exploring our website. But to really experience what life at the Archer Academy is like, do please come and visit us.

### Transport

Buses: 102, 143, 234, 263, 603, H3
Nearest stations: East Finchley (Northern Line)

### Type of school

Co-educational comprehensive academy.

### Supplementary Information Form

Not required.

### Specialism

English and Maths.

### Uniform

All Archer Academy students wear our school uniform. This gives them a clear visual identity, both inside and out of school, puts them in the mindset of being ready to learn, and creates a sense of belonging and community that reflects our vision. We designed our uniform in collaboration with parents and teachers, allowing us to create a practical solution that ensures that our students are both smart and comfortable, whatever activities they are involved in.

### 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 (LAC) and previously looked after children (PLAC), who were adopted (or subject to child arrangement orders) immediately following having been looked after, as well as internationally adopted previously looked after children (IAPLAC), those who appear (to the Admission Authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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, and we have 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 students 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, Cultural Society outings, residential trips both abroad and in the UK, all designed to inspire and engage our students in their learning.

### 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**
Su Reddy

**tel:** 020 3787 4090
**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

### Aims and expectations

Ark Pioneer is a new secondary school which opened in September 2019 with our new Sixth Form opening in September 2024. Our school vision guides everything we do. We continually talk about and reflect back to it. We believe that every child has the ability to be a knowledgeable, articulate, and successful individual and we are committed to realising this potential, enabling every child to have real options. This means our pupils will leave with the academic currency and character to attend the best universities, apprenticeship courses and have careers of their choice.

In September 2023, the school was rated 'Outstanding' by Ofsted. The report went on to say: 'The school has the highest expectations for what pupils can achieve. Teachers encourage their pupils to aim high in their aspirations. Pupils in the school rise to these expectations at every opportunity.' Ofsted also remarked on the breadth of curriculum and strength of the extra-curricular offering at the school. Significantly, it noted that 'pupils take great pride in the school, and their behaviour is impeccable'. Teachers were praised for their subject knowledge and skill: 'Teachers are experts in the subject they teach. They help pupils to become independent and resilient learners. As a result, pupils have the confidence to attempt work that significantly challenges them.'

In August 2024, the school celebrated its first set of GCSE results. Double the national average of pupils gained 4+ in the English Baccalaureate range of subjects, with strengths in English Literature (91% attaining grade 4 or above) and French (88% attaining grade 4 or above). There were also strong performances in science, history and geography. 82% of year 11 achieved grades 9-4 in English and maths with 22% attaining at grade 7 or above in both. In August 2026, the school looks forward to welcoming its first A-Level results.

Ark Pioneer will offer 180 places for our sixth cohort of year 7 pupils in September 2025 and has a brand new Sixth Form opened in September 2024. If you share our four core values of aiming high, having integrity, modelling determination and being kind, please visit our website for open mornings that will take place in late September/early October

### 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

We are very proud of our professional uniform and PE kit, which reflects our strong sense of community. Details can be found on our website.

### Attendance, discipline and pastoral arrangements

We have high expectations of all our pupils here at Ark Pioneer. We believe pupils learn best in an environment that is focused, calm and respectful. Through our Values and Character programme and our school rewards system, we reinforce our four core values and teach pupils about key character traits. We develop pupils' self discipline so that they can grow into responsible, well rounded, young adults ready for life after 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 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 at 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.

6. Tie breaker: If Ark Schools is unable to distinguish between applicants using the published oversubscription criteria, places will be offered via a random draw which will be supervised by someone independent of the academy.

7. In the case of multiple births or siblings in the same year group, where there is only one place available in the academy, all will considered together as one application.

### Facilities/Extra-curricular activities and Enrichment Opportunities

We want every pupil to develop interests and passions that will give them enjoyment throughout their lives. All pupils take part in two enrichment activities per week timetabled during the school day. Pupils choose from activities ranging from trampolining to musical theatre, dodgeball to dance, Spanish to Spoken Word... and many more. We have a fantastic music department encompassing our band, choir and many opportunities to perform in Ark network competitions and we offer subsidised music lessons across a range of instruments. Our pupils also play sport through the day and represent our school in local competitions. Our math-magicians take part in the UK Maths Challenge competitions and pupils also have the opportunity to compete in the Ark network competitions! We also arrange visits to theatres, universities, trips abroad and guest careers speakers.

### First Class Facilities

Our purpose-built school offers state of the art facilities, including a multi-court sports hall and fully equipped fitness centre, laboratories, IT, drama, art & design technology specialist spaces; every child is allocated a Chromebook for all work at home.

### Knowing Every Child

We place significant emphasis on ensuring we know every child well. Every family visits our school before joining and has a one-to-one meeting with our senior team before they start. We have a Secondary Transition day for pupils in July and Induction days in September – all to support a successful transition to secondary school.

### 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. We learn about university every year, taking part in trips to campuses and careers speakers present to pupils every term.

### Curriculum and homework

We believe in a traditional, academic curriculum offer which provides our pupils with a solid foundation for further study and preparation for university. Our pupils have a longer school day (8:25-4pm Monday, Tuesday, Thursday, Friday, 8:25-3:10pm Wednesday), to allow more time for English and maths, a rich and varied subject offer and enrichment sessions timetabled twice per week. We have a breadth of music, sports & art extra-curricular activities including network scholarship programmes.

### Teaching and learning

Our teachers are curriculum experts, passionate about their subject and have high expectations of every pupil. Their belief in the growth mindset ensures our pupils are ready to embrace challenging academic material and can become successful lifelong learners.

### You and your child's progress

We believe working together with parents/carers is essential in achieving the very best for our pupils. We communicate with parents regularly, starting with welcome tours when parents join, termly reports alongside parents evening and school events such as our Summer Fayre.

### Education after 16/ Sixth Form curriculum

Our Sixth Form will also open in September 2024 when our founding cohort progress into year 12. We will offer A level courses across a range of academic subjects, a Professional Pathways extended qualification in Business and a T-Level in science.

# Ashmole Academy

Cecil Road, Southgate N14 5RJ

**Head Teacher**
Mr Balbinder Dhinsa

**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 unique school, united by our unwavering commitment to our motto: **Excellence, Aspiration and Care**. These principles underpin everything we do, creating a culture in which every student is valued, encouraged and inspired to achieve their very best.

Our dedicated, conscientious and passionate staff are committed to delivering high quality inclusive teaching and learning. Through high expectations, expert guidance and unwavering support, we ensure that every student is challenged to fulfil their academic potential, develop as confident and compassionate individuals, and leave Ashmole Academy equipped to thrive in an ever-changing world.

We empower our students to be curious, resilient and ambitious, equipping them with the confidence to embrace new challenges and make a positive impact on the world. High expectations are at the heart of our school, both academically and in personal development, guided by our six core values: **Endeavour, Reflection, Professionalism, Responsibility, Respect** and **Co-operation**. These values encourage our students to become compassionate, responsible and confident young people who are well prepared for life beyond school.

Ashmole Academy has a long-standing reputation for academic excellence. These outstanding results reflect the dedication of our students, the expertise of our staff and the strength of our ambitious curriculum.

Our students are proud to be part of the Ashmole community and enjoy a genuine sense of belonging. They embrace the wide range of enrichment opportunities available, including sport, the performing and creative arts, music, educational visits and leadership programmes, all of which foster creativity, independence and confidence.

### 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 school uniform and appearance policy. There are also expectations of dress and appearance applying to Sixth Form students.

### 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 listening 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. looked after children and previously looked after children, as well as internationally adopted previously looked after children, who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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, excluding employees on a casual contract, a) for 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 if a lower preference is offered. Waiting lists are held until the end of July 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

As a school, we are fully committed to making every effort to give your child an excellent standard of education. Our ambition is to bring vision, energy, very high expectations and enthusiasm for all within an inspiring curriculum. This curriculum will continue to evolve to meet the needs of a dynamic society and incorporate innovative approaches to teaching and learning.

At Ashmole, the curriculum is at the heart of all discussions and decisions about teaching and learning, assessment, feedback and progress at subject level.

Each subject is underpinned by a set of subject-specific Curriculum Pillars, in recognition of the fact that different academic disciplines have different knowledge structures with distinctive traditions.

Home learning is consistently set in all subjects to support students in transferring knowledge into long-term memory. All home learning tasks are either Preparation, an activity to help students improve their engagement in a future lesson, which may involve activating prior knowledge, or Consolidation, a task that enables students to extend and practise the knowledge and skills they have acquired in lessons. All home learning activities are set through Google Classroom

### 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 Catholic comprehensive School located in East Finchley, that provides a value-led education which develops our pupils into well-rounded, mature, high-achieving young people. Our nurturing environment allows them to flourish and our pupils achieve outstanding results year on year.

We are an inclusive school (with nearly half of pupils belonging to other faiths or none) providing a vibrant and diverse environment which supports our pupils to grow into ambitious and resilient young people. It is our school mission that every pupil is unique and precious, so we put them at the heart of the curriculum and push them all to be the best that they can be.

This is complemented by a rich Personal Development programme, including trips overseas, educational experiences in the UK and a wide variety of high-quality clubs delivered onsite. We expect each of our learners to grow in empathy, reflection and generosity and to be committed to the common good. We are incredibly proud of the exceptional standard of education provided at the school and encourage you to visit and see for yourselves.

### Transport

Buses: 143, 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.

### Uniform

Our strong sense of community is reflected in our uniform, pupils are expected to wear with pride.

### 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 team including the Head of Year 7 and dedicated pastoral team have developed our highly regarded programme, which ensures pupils experience a successful transition, and provide continuous emotional and academic support for all pupils in our care. We expect pupils to be reflective, resilient and kind in their behaviour and we have a clear and robust policy of rewards and sanctions. We reward good behaviour and support pupils in being diligent in their attitude to learning, and where mistakes are made, we help pupils reflect on how they can be better in the future. We strive to celebrate pupil achievement and have weekly assemblies of celebration where pupils are given the opportunity to be proud of their achievements.

### Oversubscription criteria

(summary) see school website for full criteria

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, Our Lady of Lourdes RC Primary, Holy Trinity C of E Primary, Martin Primary and Manorside Primary.
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 prioritise 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 required by professionals such as a doctor, social worker or priest, and must indicate how Bishop Douglass can meet this need.

The attendance of a sibling at the school at time of admission will give a higher ranking within each category. Siblings include half, step, adoptive and foster, provided they 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 an impressive site, well-equipped with excellent facilities which develop pupils into modern citizens, encouraged to develop a broad set of interests. Facilities include onsite pitches, a fully-equipped fitness centre, multi-court sports hall, multiple science labs, dance and drama studios, music technology labs, specialist art rooms, and over 500 student computers. The incredible amount of outdoor space caters for numerous outdoor activities, such as a range of sports clubs and teams; Duke of Edinburgh; a gardening club with links to Eco-Committee and the Bertha Earth programme. Pupils are supported in their studies through an online homework programme. To further support our pupils, we offer Evening Study until 6pm Monday to Thursday with a free hot meal, and a free breakfast for pupils arriving before 8:20am.

Our comprehensive extracurricular programme enables growth and development beyond the classroom. Subsidised music lessons provide the opportunity for pupils to acquire accredited grade qualifications and a rich choice of art, dance, drama and music clubs allow them to develop their creative talents.

Residential opportunities are provided for all pupils Year 7 to 10, including our Wider Horizons annual activities week which encompasses enriching trips, fun activities and the development of hidden curriculum skills. We take pride in empowering pupils to reach their potential across all subjects and set ambitious targets each academic year. Classes are of manageable sizes allowing teachers to target and stretch each individual.

Pupils are assessed throughout the year and progress against targets is monitored closely, and shared with parents through target setting days, consultations and reports.

This supportive approach enabled Bishop Douglass to be the 7th best school in the country, the country's best Catholic School and the best school in Barnet for the Government's Progress 8 measure for Summer 2019 results.

### Transition into Year 7

Investment in your child's future begins in Year 6 as soon as your child is offered a place. Throughout the Spring and Summer term, we maintain close contact through regular touch points: team building activities, induction days and summer school, to ensure every child is settled in long before their first day in September.

### Curriculum

We have a strong, broad curriculum and are proud of its ability to suit all learners. KS4 commences in Year 10 and allows pupils to study up to four Foundation Subject GCSEs in addition to the Core subjects. We aim to develop a passion for education through personalised pathways that develop each individual ensuring that every child can succeed.

Our PSHRSE programme allows pupils to develop important personal, social and intellectual skills. Pupils learn about careers throughout curriculum, employer and apprenticeship talks and are given opportunities and support to partake in work experience. A wide range of employers who work with our pupils to help them develop skills and learn about opportunities in the wider world of work.

### Sixth Form

We have a thriving and oversubscribed Sixth Form that secures excellent outcomes. The Sixth Form experience offers a personalised, stimulating and challenging environment which is designed to prepare students for the modern world and ensure future success. We offer 34 courses at Level 2 and Level 3. The majority of our Year 13 pupils leave to attend their first choice Universities.

CHRIST'S COLLEGE FINCHLEY

# Christ's College Finchley

East End Road, Finchley N2 0SE

**Headteacher**
Dr Ruth Hill

**tel:** 020 8349 3581
**email:** info@ccfplus.com

**DFE code** 302 4211

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

| | |
|---|---|
| Admission limit for Year 7 | **174** |
| Age range | **11-18** |

**www.christscollegefinchley.org.uk**

## About our school

### Aims and expectations

We are a popular, innovative and forward-looking school that combines cutting edge provision in teaching and learning with traditional values, providing a rich environment for pupils to progress throughout their seven-year journey with us – from Year 7 to our thriving Sixth Form – and beyond.

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.

Our young people are encouraged to do their best and advance all the way (Usque Proficiens – our school motto), seeking every new opportunity and learning life lessons throughout their educational journey with us. Together we discover their greatest qualities and explore their character strengths so they can be proud of themselves and each other.

### Transport

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

### Type of School

Mixed Comprehensive.

### Supplementary Information Form

A Supplementary Information Form (SIF) is not required.

### Uniform

We have high expectations of our pupils in terms of their uniform, building a sense of pride, creating a positive environment and preparing them for working life. 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 set high standards for attendance, punctuality and behaviour to encourage the development of essential life skills, including responsibility, respect and integrity, that contribute to pupils' personal and academic growth. Each young person is known, valued and celebrated as a unique individual. Whether they are high achievers or require additional support, we provide them with tailored support, ensuring that they are both stretched and challenged to reach their full 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 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 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).
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

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.

Our pupil experience stretches across the arts, culture, drama, sports, music, creative, volunteering, mentoring and philanthropy. Clubs and societies are within and across all departments and range from creative code and cookery, photography and business, law and climate change, robotics and cadets, chess and history, philosophy, psychology and ethics, to science and archaeology.

International and national trips, theatre visits, activities, events, competitions and experiences run throughout the year taking place before, during and after school, at weekends and in the holidays. Every pupil will find something to interest them and develop a passion for, whether it be debating, playing a musical instrument, performing, or participating in a wide range of sporting opportunities.

Pupils and sixth formers can take on positions of responsibility through a range of leadership roles and many also participate in volunteering work in our feeder primary schools or local community.

### You and your child's progress

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 team run a highly regarded transition programme that starts long before the first day of term, providing our young finchleians with many opportunities to meet staff and peers as well as experience secondary school life.

Throughout their time at Christ's College Finchley, pupils' progress is monitored closely and assessed formally against aspirational targets set by the school each half term.

The school prides itself on being welcoming to parents and places great emphasis upon forging productive links with families to support pupils' 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.

***"Pupils receive a first-class education at Christ's College Finchley."*** Ofsted 2025

### Education after 16 / Sixth form curriculum

Our commitment to academic success continues into our Sixth Form. Through a specially designed curriculum taught by dedicated subject specialists, high quality guidance and tutorial support, close links with businesses and higher education establishments, and exceptional opportunities beyond the classroom, we prepare our students with the skills and talent for careers of the future, ensuring they play active roles in future society anywhere in the world. Our alumni continue to surprise and surpass all expectations with many going on to prestigious universities, including Oxbridge, Queen Mary's, Kings College, UCL and Imperial College London, before stepping into high flying careers.

***"The ambitious curriculum is delivered expertly across the school, including in the sixth form, where students have a wide range of study opportunities."*** Ofsted 2025

# Clarion School

Claremont Road, Cricklewood NW2 1TR

**Headteacher**
Christopher Hunt

**tel:** 020 8455 4114 **fax:** 020 8455 4382
**email:** schooladmin@clarion.school

**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.clarion.school**

# About our school

### Aims and expectations
At Clarion, our purpose is to ensure we develop well-rounded pupils who achieve great grades and have great character through our high standards and expectations. Our young people demonstrate a growth mindset, and are resilient, respectful and accepting of all members of our community.

In the pursuit of academic excellence, we continue to build and refine our Curriculum to ensure it is ambitious for all, that it is broad, balanced and develops key skills. Our Curriculum extends beyond the classroom and through an extensive trips and visit offer we aim to give students wide ranging experiences to build their cultural capital. This, alongside a strong culture of disruption free learning, allows students to exceed their targets. All staff have high aspirations for our students who themselves are ambitious and confident.

Through extremely hard work and determination, students flourish in our nurturing environment. Our students have shown resilience; we have seen them make exceptional progress and move on to great destinations including our own Sixth Form, local colleges, apprenticeships, employment and a range of Russell Group universities. At Clarion we know the importance of promoting student welfare, we maintain our student services department to support students' mental health and wellbeing to develop self-esteem and confidence. We are committed to excellence in all aspects of students' school life, whether academic, social or emotional.

### Transport
Buses: 102, 189, C11 and walking distance to Brent Cross Bus Station, where there are multiple bus routes
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 behaviour 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 developing great character, building resilience and promoting wellbeing. We have a committed Student Services team which provides support for students at every stage of their education. Each student has a form tutor and a dedicated Year Team Leader plus access to counselling, other specialist services and targeted intervention schemes. 'Pupils are safe at this school and are well motivated to learn' (Ofsted 2022). 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.

### 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 Clarion is deemed by the London Borough of Barnet and the school to be appropriate. Clarion 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

Leaders are ambitious for pupils' learning' (Ofsted 2022).

The Curriculum at Clarion is a place where every student, no matter their starting point, can find their passion and succeed. Students become experts in their chosen fields with a focus on knowledge, understanding and language to achieve 'Great Grades' and have the ambition to take their learning further.

The Curriculum is ambitious in the breadth and depth of knowledge and skills that students acquire. Whilst KS3 focuses on core knowledge and language acquisition the choices of subjects and extracurricular opportunities are broad and varied. By providing a broad range of creative and practical subjects alongside traditional subjects, we ensure students can find their passion and pursue qualifications for their future ambitions.

The Curriculum develops 'Great Character' through embedding the we ARE Clarion ethos in the classroom through our Disruption free Learning approach. This ensures students work hard and show effort in every lesson.'

We take pride in our outstanding teaching of spiritual, moral, social and cultural values, as well as our comprehensive careers and employability programmes. Students' wider personal development and cultural capital enhancement ensures students leave with a better understanding of the world around them and plans for their next steps

### Facilities/Extra curricular activities

We take great pride in the extracurricular opportunities we offer, and enrichment activities are a strength of the school. For example, we have a range of school facilities such as two full sized all-weather pitches, a gym and student kitchens. Our school facilities encourage pupils' to participate and build a range of skills during their time at Clarion. To enrich our students and build on their character further, we ensure every student attends at least two trips per a year. We are a diverse school community and we embrace and celebrate our differences throughout the year through specialist events, tailored lessons, inviting in guest speakers and even changing our lunch menu where we can.

### Teaching and learning

Teachers at Clarion are true subject specialists, whose expertise is continually enhanced through a carefully crafted CPD programme. This empowers them to rigorously challenge, inspire, and support all learners, enabling every student to reach their full academic potential. This training is led by our expert teaching and learning team, ensuring continual refinement and excellence in pedagogical practice. Our educational approach is underpinned by leading research from cognitive science and academic scholarship.

Lessons are purposefully structured to activate and build upon students' prior knowledge. With cognitive load theory at the heart of lesson design, new information is carefully chunked and sequenced to support understanding. Evidence based strategies such as the use of mini whiteboards, retrieval practice, and opportunities for literacy development are embedded across all lessons.

We believe it is important to celebrate and acknowledge our students' achievements throughout the year. We do this in a variety of ways, including rewards assemblies, subject house competitions, and our celebration of achievement awards ceremonies. This recognition helps to boost our students' confidence and inspire them to continue striving for excellence.

### Education after 16/ Sixth form curriculum

Our Sixth Form offers a wide range of Academic and Vocational subjects. We also have a robust pastoral programme which focuses on revision techniques, applications, personal statements, reading, growth and development and target setting. We have established strong links with many prestigious Universities, Apprenticeship Providers and companies that support our students with their next steps applications. We have multiple assemblies and workshops delivered by external practitioners as well as attending trips to universities, University and apprenticeship fairs, company head offices and workplaces. 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', Spark Charity, Barnet Council, Argent, the NHS, Law firms and BELS organisations. We hold many rewards and raising aspirations trips throughout the year to celebrate key achievements and successes. We will have the Duke of Edinburgh and EPQ beginning next year.

# The Compton School

Summers Lane, North Finchley N12 0QG

**Heads of School:**
Andrew Hammond
and Louise Ismail

**Executive Headteacher**
Ann Marie Mulkerins

**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
Our aim is simple: to deliver the best possible education for all students to maximise their achievements so that they are academically, socially, and emotionally ready to take their place in society as successful adults. The Compton is recognised as one of the best comprehensive schools in the country and has been rated "outstanding" by Ofsted on five consecutive occasions, most recently in March 2024.

At The Compton, we believe that all students can learn and fulfil their potential. Our ambitious curriculum focuses on maximising achievement for all students. Students make excellent progress at our school, with our 2024 KS 4 Progress 8 score placing us in the top 7% of schools in England. As a school with a national reputation for excellence, we recruit some of the best staff who provide outstanding teaching and 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
43, 134, 221, 234, 382
West Finchley (Northern Line), Woodside Park (Northern Line), New Southgate (Overground) Arnos Grove (Piccadilly Line)

### Type of school
Co-educational comprehensive converter academy.

### Supplementary Information Form
A Supplementary Information Form is not required.

### Specialism
School-centred initial teacher training provider (SCITT) and delivery of the National Teaching School Hub for the local area.

### Uniform
The Compton has a strict uniform policy which students are expected to follow 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 modern professional dress.

### 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 from their first day. Central to this is their Form Tutor, who they see daily for Personal Development Time; and a Year Manager- a non-teaching member of staff who remains with each year group as they progress through the school from Year 7 to Year 11.

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 cease to be so because they were adopted, or became subject to a residency order, or special guardianship immediately following having been 'looked after', children applying who are in the care of a local authority under the provision of the Children Act 1989 or those children who appear to the Admission Authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.
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. 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 geographic 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 information 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, coding, chess, art, maths challenge, science club and gardening club, to name a few. All departments run homework clubs and revision classes on a regular basis.

A great variety of day and residential trips take place throughout the year, including visits to the West End theatres, museums, field trips and international residential trips.

### You and your child's progress

At The Compton, we recognise that the relationship between the school, the student and the parent is very important, and we work with our students and their families in a three-way partnership. This process begins with our Three-Way Contract and is supplemented by interim reports, parents' evenings, and information evenings, like 'Welcome to Year 7 Evening'.

### Curriculum and homework

The curriculum we offer is:

- broad and balanced
- engaging and challenging, with plenty of opportunities provided for students to develop their knowledge beyond what is taught in the classroom
- 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.

### Teaching and learning

A consistently high quality of teaching is delivered throughout the school. All teachers at The Compton School are qualified subject specialists, including in Mathematics, Science and Computer Science. Students are issued with homework through an online 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. Academic and personal achievement is recognised and rewarded throughout the year and at celebration evenings.

### Sixth Form

Throughout their time at The Compton, students form strong bonds with their teachers and, for the vast majority, their journey at the school lasts seven years. 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 A' 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. Level 3 Progress in the Sixth Form is in the top 20% of all schools and colleges in England. This allows our students to progress onto the very best University and Apprenticeship courses.

### Open Evening

We are excited to welcome prospective parents and students to our school between 5-8.30pm on Thursday 25th September. The Headteachers' talk, from Louise Ismail and Andrew Hammond, will take place at 6.00pm, 7pm and 8pm.

Visitors will have the opportunity to go on tours guided by our outstanding students who will be able to share information and answer any questions about what life is like at The Compton School! Meet our team of dedicated teachers and experience some of the exciting extracurricular and enrichment activities that we have to offer.

Please note that there is no parking on the school premises; parents should park away from the school as roads become very congested. Further information regarding secondary transfer is available here: **http://www.thecompton.org.uk/548/virtual-secondary-transfer-information**.

There will be a limited number of places on guided tours of the school during the school day. Please telephone the school office from Friday 25 September 2026 on 020 8368 1783 for more details.

# Copthall School

Pursley Road, Mill Hill NW7 2EP

**Headteacher**
Maria Winters

**tel:** 020 8959 1937
**email:** enquiries@copthall.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.copthallschool.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 well-established collaborations with many organisations which enable our students and staff to have opportunities, including leadership, tutoring, philanthropy, extended projects and a variety of bespoke programmes.

We provide a range of extra-curricular opportunities, including bespoke STEM trips and overseas trips, which draw upon the curriculum offer our students receive in their lessons.

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

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 jumper, 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 behaviour 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 essential, with all students expected to maintain at least 97% attendance. Our Heads of Year 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 children (LAC) and previously looked after children (PLAC), who were adopted (or subject to child arrangement orders) immediately following having been looked after, as well as internationally adopted previously looked after children (IAPLAC), those who appear (to the Admission Authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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 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).

4. 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.

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

6. 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 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

The school has good facilities to meet the needs of the curriculum. The school has a number of extra-curricular clubs and enrichment activities which take place during lunchtime and after school.

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, outward-bound activity days and some residential opportunities including the Duke of Edinburgh.

### 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 regularly publish 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 students 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. Our Key Stage 4 curriculum offers 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.

### 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 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**
Leann Swaine

**tel:** 020 8344 2100
**email:** info@eastbarnetschool.com

**DFE code** 302 4212

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

| | |
|---|---|
| Admission limit for Year 7 | **220** |
| Age range | **11-19** |

**www.eastbarnetschool.com**

# About our school

### Aims and expectations

At East Barnet School, we are dedicated to developing lifelong learners who excel academically. With consistently impressive GCSE and A-Level results, we are in good company with the highest-performing schools in the country. From Year 7, we establish the foundation for success with an "ambitious curriculum" and an "exciting and stimulating learning environment" (Ofsted), which students truly enjoy. In addition to academic achievement, we focus on developing the whole person, supporting students' social, emotional, and mental health. Attaining the 'School Mental Health Award' has provided us with tools to foster resilient students ready to engage with the wider world. Our core values of "I want to learn" and "Do the right thing" are central to our ethos, and students are encouraged to embrace and live these values, earning rewards for doing so.

To create a positive learning environment, we prioritise developing the whole student through our 'Earn Your EBS Stripes' initiative. This strategy empowers students to grow in areas such as community involvement, personal development, teamwork, and active participation. Whether becoming an EBS ambassador, engaging in charity or sustainability projects, representing the school at events, or attending extracurricular clubs, students are encouraged to take pride in their achievements. We provide a wealth of opportunities to read widely, lead initiatives, support peers, and develop new skills both inside and outside the classroom. These experiences help build confidence, foster curiosity, and cultivate resilience.

Our diverse and inclusive school community reflects the multicultural and multi-faith nature of the UK, and we are committed to upholding principles of equality to ensure all students thrive. We are dedicated to creating an environment where students from all backgrounds feel valued and supported. Our curriculum and enrichment programmes are designed to prepare students for successful futures in higher education, their careers, and life beyond school.

### Transport

Buses: 84A, 298, 307, 326
Train: New Barnet (Overground), Oakleigh Park (Overground)
Tube: Cockfosters (Piccadilly Line)

### Type of school

Co-educational comprehensive academy.

### Supplementary Information Form

A Supplementary Information Form (SIF) is not required.

### Uniform

All Year 7-11 students must adhere to the school's strict uniform policy.

### Attendance, discipline and pastoral arrangements

To ensure the safety and wellbeing of our students, we work closely with the entire EBS community to provide a secure environment. Our dedicated Pastoral Team plays a vital role in ensuring every student feels valued and supported, contributing to the strong sense of community at the school. Students enjoy their time at EBS, reflected in their positive engagement with all aspects of school life. We maintain high standards of discipline both inside and outside the classroom, with a clear and consistent approach that ensures low-level disruption is not tolerated. As a phone-free school, we promote focused learning, meaningful interactions, and a calm, distraction-free environment. Ofsted describes our behaviour as "calm and orderly," and students build respectful, supportive relationships across year groups. Our behaviour systems are recognised as a strength, and other schools frequently visit to learn from our approach..

### 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 housed in a £30 million, state-of-the-art building, featuring modern sports facilities such as tennis courts, a sports hall, dance hall, and 3G Astroturf. We also have independent study areas, a flourishing allotment to support our commitment to reducing our carbon footprint, and a discreet Sixth Form study area. Our library, with stunning views of London, is a hub for learning, while our unique Sixth Form Costa Coffee Shop offers students a place to relax. The school boasts large, fully equipped classrooms and exciting Project Faraday experiments. We are fully accessible for disabled access.

East Barnet offers hundreds of extra-curricular clubs, activities, and trips, including the legendary ski trip that has run annually since the 1960s. Our clubs range from sports, art, music, and drama to eco, design and technology, and computing. We also host lectures from eminent speakers, and students can work with artists, authors, and designers in residence on projects that are displayed around the school.

### You and your child's progress

Parents receive termly reports on their child's progress and are invited to attend an annual Parents' Consultation Evening. Students' progress can also be monitored through the school's MCAS app. Heads of Year, along with Heads of Subject and Faculty, will contact parents if they have concerns or notice a change in attitude, motivation, or progress. Upon joining East Barnet, parents, students, and a school representative will sign the Home School Agreement, ensuring a positive and successful partnership between all parties. Students are rewarded for demonstrating our school values of "I want to learn" and "Do the right thing" by earning individual awards and points for their Houses.

### Curriculum and homework

Our broad and balanced curriculum is designed to meet the needs and talents of all students, offering stretch and challenge at all key stages. It is complemented by an extensive extra-curricular programme which includes a wide range of trips and educational visits that build on students' classroom work, allowing them to bring their learning to life. Our PSHEE programme develops essential personal, social, and intellectual skills, reflecting our commitment to nurturing the whole student.

This is underpinned by our Disruption Free Learning (DFL) policy, which ensures calm, focused classrooms, maximising learning for all students. Home learning is set regularly to support progress and consolidate knowledge and skills, with a variety of online platforms tailored to meet individual student needs.

### Teaching and learning

Our students benefit from high-calibre, innovative lessons framed by the EBS Essentials - key teaching practices that support outstanding progress. The emphasis is on developing academic skills, promoting independent learning, and encouraging curiosity about the world. Students are challenged to think creatively, and subjects are taught in both mixed-ability and set groups as students progress through the years. Positive relationships between students and teachers are fostered through our school's supportive learning culture.

### Education after 16/ Sixth form curriculum

The majority of our Year 11 students choose to continue their education in our highly successful Sixth Form, with a significant number of external students also joining us. We offer nearly 30 A-Level courses, alongside numerous opportunities for leadership development. Our Sixth Form boasts an enviable record in A-Level examinations, and most students secure excellent university placements.

* 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**
Ciran Stapleton

**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 securing the fullest possible development of the spiritual, academic, physical, cultural and artistic potential of every student. At FCHS it is not enough to love the children; they have to know that they are loved

We have very high expectations of students, 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: 13, 125, 134, 221, 234, 263, 326, 460, 626, 634, SL1, SL10
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 students achieve 100 per cent attendance and punctuality. As a school, our attendance level 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 and previously looked after boys.
2. Baptised Catholic boys.
3. Other looked after and previously looked after boys
4. Catechumens and members of an Eastern Christian Church.
5. Other boys.

Applications must be supported by: a Baptismal Certificate in the Catholic Faith (criteria 1, 2 and 4).

Within each of the categories listed above, the following provisions will be applied in the following order.

(i) Where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child which can be most appropriately met at this school, the application will be placed at the top of the category in which the application is made.

(ii) Applications for siblings of current or former pupils will be awarded priority within each category so that the application will be placed at the top of the category in which the application is made after children in (i) above.

(iii) Applications for 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, will be placed at the top of the category in which the application is made after children in (i) and (ii) above.

### Waiting list

Unsuccessful applicants will be invited to join the waiting list which will be maintained in the order of the over subscription 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 gymnasia, an all-weather sports pitch, an on-site cafeteria and a large School Hall. We have a purpose-built 6th Form area as well as a newly refurbished professional standard food technology and a new Sports Hall. Off-site sports pitches and pavilion are located a short 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 as are Music and Drama. A wide range of enrichment opportunities exist for students, from skiing, 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, 8 and 9. 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 10 and GCSEs are studied over two years.

A wide range of A levels are offered at post 16 level. Please see the website for full details.

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 sits at the very heart of everything we do at FCHS. We firmly believe that all students are capable of achieving and making excellent progress in all areas of their development, regardless of their starting points.

High-quality teaching and learning is underpinned by purposeful planning, high expectations, clear instructional delivery, and the strategic use of technology and assessment to support and challenge every learner.

### Education after 16/ Sixth form curriculum

Students enter the Sixth Form on Level 3 courses. They choose three to four A level options from an extensive range. The majority of our students leave our 6th form to attend University or commence degree apprenticeships.

# 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 | **150** |
| 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 school that has long championed the creative arts. 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.

### 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', as well as those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. 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. 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, Games Club, ICT Club, Poetry and 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 term of your child being at the school we hold a celebration event for Year 7 students. This is based around their learning in the creative arts during the autumn term.

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 as well as 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.

# Hasmonean High School for Boys

Holders Hill Road, Hendon NW4 1NA
Southampton Road, London NW5 4JS (Years 7 & 8 only)

**CEO**
Mr A. McClusky

**Headteacher**
Mr J. Fisher

**tel:** 020 8203 1411
**email:** email@hasmonean.co.uk

**DFE code** 302 5409

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

| | |
|---|---|
| Admission limit for Year 7 | **75** |
| Age range | **11-18** |

**www.hasmoneanboys.org.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: 240
Nearest station: Mill Hill East (Northern Line)

### Transport for the Middle School
Nearest station: Belsize Park (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. 1. Orthodox Jewish children who are 'looked after' (LAC), previously 'looked after' (PLAC) or internationally adopted previously 'looked after' (IAPLAC) 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 application.
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 (LAC, PLAC and IAPLAC) other than those who are Orthodox Jews (see footnote 1).
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 31 December 2027.

### Facilities/Extra-curricular activities

An extensive programme of enrichment is delivered within and outside the curriculum. There are an array of clubs which run after school and 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 in a concise report. Interviews and support are provided regularly to help students achieve their targets.

### Curriculum and homework

Hasmonean follows a three year Key Stage 3. Students choose courses for Key Stage 4, and then again for the Sixth Form. A rigorous course of Jewish Studies is compulsory throughout the Key Stages. Homework is set on a regular basis, often as a project. Online portals are used to set and monitor homework including Google Classroom.

### 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 The definition of a 'looked after' child has been widened to include 'looked after' children and children who were adopted (or subject to child arrangement orders or special guardianship orders) immediately following having been 'looked after'. Additionally those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. 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. An adopted child is defined by section 12 of the Adoption Act 1976 and section 46 of the Adoption and Children Act 2002. Child arrangement orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangement orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangement order. A special guardianship order is defined by section 14A of the Children Act 1989.

# Hasmonean High School for Girls

2 – 4 Page Street, Mill Hill NW7 2EU

**CEO**
Mr A. McClusky

**Headteacher**
Mr J. Fisher

**tel:** 020 8203 1411
**email:** email@hasmonean.co.uk

**DFE code** 302 4014

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

| | |
|---|---|
| Admission limit for Year 7 | **75** |
| Age range | **11-18** |

**www.hasmoneangirls.org.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

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' (LAC), previously 'looked after' (PLAC) or internationally adopted previously 'looked after' (IAPLAC) 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 application.

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 (LAC, PLAC and IAPLAC) other than those who are Orthodox Jews (see footnote 1).

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 31 December 2027.

### Facilities/Extra-curricular activities

An extensive programme of enrichment is delivered within and outside the curriculum. There are an array of clubs which run after school and 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 in a concise report. Interviews and support are provided regularly to help students achieve their targets.

### Curriculum and homework

Hasmonean follows a three year Key Stage 3. Students choose courses for Key Stage 4, and then again for the Sixth Form. A rigorous course of Jewish Studies is compulsory throughout the Key Stages. Homework is set on a regular basis, often as a project. Online portals are used to set and monitor homework including Google Classroom.

### 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 The definition of a 'looked after' child has been widened to include 'looked after' children and children who were adopted (or subject to child arrangement orders or special guardianship orders) immediately following having been 'looked after'. Additionally those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted. 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. An adopted child is defined by section 12 of the Adoption Act 1976 and section 46 of the Adoption and Children Act 2002. Child arrangement orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangement orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangement order. A special guardianship order is defined by section 14A of the Children Act 1989.

# Hendon School

Golders Rise, Hendon NW4 2HP

**Co-Headteachers**
Dr Rhona Povey and Mr Craig McGuire

**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

At Hendon School, every student is known, valued and supported to succeed. We believe that everyone has the potential to achieve great things, and by working in partnership with parents and carers, we create the support, challenge and encouragement needed to thrive.

Learning is at the heart of everything we do. Our ambitious curriculum, delivered by passionate and expert teachers, who inspire curiosity, high achievement and a lifelong love of learning. Alongside academic outcomes, students develop the confidence, resilience and independence needed to thrive in an ever-changing world.

What makes Hendon truly special is the wealth of opportunities available beyond the classroom. Students are encouraged to discover new interests, develop their talents and broaden their horizons through an exceptional programme of sport, performing arts, STEM, enterprise, leadership, visits and community action. Many of our students have received local, national and international recognition for their leadership and active citizenship, reflecting our commitment to developing young people who make a positive difference.

As a diverse and inclusive school, we celebrate individuality and foster a strong sense of belonging. Our values of Believe • Achieve • Lead • Belong shape every aspect of school life, encouraging students to become compassionate, respectful and responsible members of the community.

When students leave Hendon School, they leave with far more than outstanding qualifications. They possess the knowledge, skills, experiences and character to succeed at university, apprenticeships or employment and the confidence to embrace future opportunities.

Choosing Hendon School means choosing a caring, ambitious community where your child will be challenged, supported and inspired to achieve their very best every day.

### Transport

Buses: 83, 113, 143, 183, 186, 240, 326 and SL10
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 in Year 7-11 are expected to wear school uniform. There is a separate dress code for our Sixth Form Students. Further information about our uniform can be found on our website.

### Attendance and pastoral arrangements

Exceptional pastoral care, inclusion and wellbeing are at the heart of everything we do. We believe students achieve their best when they feel happy, safe and supported. The move from primary to secondary school is an exciting milestone, our VIP Transition Programme begins as soon as your child is offered a place with us. It ensures students build friendships, settle quickly, build confidence and feel part of Hendon School from day one.

Every student is supported by a dedicated tutor who knows them well and works closely with families, alongside experienced pastoral and wellbeing teams. Together, we ensure every child is able to achieve their full potential.

### Oversubscription criteria

(summary) see school website for full criteria

If there are more applicants 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 children for whom placement at Hendon School is deemed by the Local Authority 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 Local Authority and the school to be appropriate. The PDS (Provision for Deaf students) offers a maximum of 20 places. The HARP (Hendon Autistic Resource Provision) offers a maximum of 23 students.
3. Children with a 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 step sibling 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 'tiebreaker' 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.

### Facilities/Extra-curricular activities

As part of our commitment to providing an exceptional Personal Development programme, we offer a wide range of enrichment opportunities that enable students to develop new skills, discover their interests, broaden their horizons and build confidence beyond the classroom.

Each week, students can choose from over 40 free extra-curricular clubs, ensuring that every young person has the opportunity to participate regardless of their circumstances. Our extensive programme includes clubs such as chess, manga, dance, drama, homework support, Duke of Edinburgh, wellbeing, debating and a variety of community action projects. Students can also take part in a broad range of sporting activities including football, netball, trampolining, volleyball, rugby, paddle and athletics, alongside music ensembles such as jazz band, orchestra, guitar ensemble and choir.

In Year 8, students also benefit from our Extension Curriculum, a dedicated programme of enrichment designed to broaden horizons, deepen learning and develop essential life skills. Throughout the year students can opt from an extensive range of engaging activities and experiences, including swimming, kayaking, rock-climbing, bike ability, movie making, knitting, entrepreneurship and bushcraft. Students build confidence, resilience, leadership, teamwork, creativity and problem-solving skills while exploring new interests and preparing for future education and career opportunities.

Students benefit from more than 100 educational visits and residential experiences each year, enriching both the curriculum and wider personal development. These include visits to universities, theatres, museums, places of worship, employers and outdoor learning centres, as well as national and international residential trips. For many students, one of the highlights of their time at Hendon School is the Year 10 cultural exchange visit to Japan, an unforgettable experience that broadens cultural understanding, develops independence and creates lifelong memories.

### Education after 16/ Sixth form curriculum

Students are supported throughout their journey to achieve ambitious next steps. Many choose to continue their education in our thriving Sixth Form, where they benefit from outstanding teaching, personalised guidance and a broad curriculum designed to prepare them for university, apprenticeships and employment.

Our Sixth Form offers an extensive range of A Level and vocational qualifications, allowing students to tailor programmes of study to match their interests, strengths and future aspirations.

Learning extends far beyond the classroom. Every Year 12 student completes an additional work experience placement, giving them valuable insight into the workplace and helping them develop the skills and confidence employers and universities value. Many students also take part in university summer schools, providing first-hand experience of higher education and supporting informed decisions about their future.

Students are encouraged to continue to make the most of an extensive enrichment programme, including the more careers focussed opportunities, including the NHS Cadets and Engineering Programme with UCL. These experiences help students develop independence, resilience and the wider skills needed to succeed beyond school.

Our comprehensive award-winning careers programme ensures students are well prepared for their next steps. When students leave, they possess the knowledge, skills, experiences and character to succeed at university, apprenticeships or employment and successfully contribute to society.

# The Henrietta Barnett School

Central Square, Hampstead Garden Suburb NW11 7BN

**Headteacher**
Emma Macleod

**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 | **120** |
| 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: 631, H2, 102
Nearest stations: Golders Green (Northern Line)

### Type of school

Girls' selective grammar school. Academy

### Supplementary Information Form and Test details

Apply online: www.hbschool.org.uk – Admissions – Entrance Test
Application and Information 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/ year for each student.

Our Deputy Head (Pastoral & Personal Development) oversees the wellbeing of all students across the school, liaising with school staff and external agencies to ensure that every student has the support they require.

## 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 'previously looked after child', 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 in England, or (b) being provided with accommodation by a local authority in England in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. A 'previously looked after child' is one who, immediately after being a looked after child, became subject to an adoption, child arrangements, or special guardianship order, or a child who appears to the Governing Body to have been in state care outside of England (i.e. in the care of or accommodated by a public authority, religious organisation or any other provider whose sole/main purpose is to benefit society) and ceased to be so as result of being adopted only. In this category, a candidate will be considered to have the necessary capability if they are ranked in the top 300 applicants in the Round One test. Applications in this category will need to be supported with documentary evidence confirming the child's status.

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 are ranked in the top 300 applicants in the Round One test. 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 at the time of applying to take the entrance test. 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 currently live within 3 miles of the school at the point when they submit their application to the Local Authority in October, 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 Round Two test. In the unlikely event that there are more candidates in this category than places available, then places will be allocated in rank score order. Distance from the School is measured in a straight line between the address point for the child's home, supplied by Ordnance Survey, and the school's main entrance on Central Square using the London Borough of Barnet'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.

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

Any child refused a place at the school will automatically be put on the Waiting List unless a higher preference school has been offered. A waiting list will be maintained until the end of the first term after which it will be cleared. If you would like your child to remain on the waiting list after that time please contact the school.

## 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 students to extend their knowledge in favourite subject areas. They are complemented by a wide array of opportunities for to discover or develop talents in the arts, music and sport.

## You and your child's progress

We regularly give students feedback and communicate with parents regarding progress through reports and consultation evenings. Information on 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 students to pursue their own interests. Students 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 encouraged to take responsibility for the organisation and completion of their own homework.

## 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, PSHCE, Careers talks and University preparation, as well as having many interesting speakers.

# JCoSS (Jewish Community Secondary School)

Castlewood Road, New Barnet, EN4 9GE

**Headteacher**
Dr Melanie Lee

**tel:** 020 8344 2220
**email:** admin@jcoss.barnet.sch.uk

**DFE code** 302 5427

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

| | |
|---|---|
| Admission limit for Year 7 | **180** |
| Age range | **11-18** |

**www.jcoss.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) and a Certificate of Religious Practice (CRP) are 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.jcoss.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, Heads of Year 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' children[1].
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'.

### 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, Dance 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, and Spanish), 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 | **180** |
| Age range | **4-19** |

**www.londonacademy.org.uk**

## About our school

### Aims and expectations

Our aims are to:

- Provide an education that is meaningful, purposeful and academically rigorous. All students follow an academically rigorous curriculum that helps them to achieve outstanding examination results. The Academy has been in the top 55 schools for GCSE progress in two of the last four published national outcomes and for eleven consecutive years students have received offers from Oxbridge. We offer an extended school day for year 11 with revision lessons in core subjects.
- The Academy also places equal importance on developing the whole child so they can become leaders in their chosen career. The Academy runs an extended school day on a Wednesday where all students take part in an enrichment activity. Also, every year the Academy takes all students to a university, a museum/gallery and to watch a production/musical at a theatre.
- Encourage high standards of leadership, behaviour and attainment from all students by fostering a sense of community, nurture and care for all its students. Once a week all students come together and eat a lunch provided by the Academy in our community lunch space.
- Foster respect among students for themselves and others.
- Develop students' self-esteem.
- Build strong links with the business community, locally, nationally and internationally. We have excellent links with local businesses and run an annual Careers Fair and all students have a one-to-one career interview during their time at the Academy.

### 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 required and will be shared when you apply.

### 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 and a senior member of staff who leads their year group. Each student has a Personal Tutor who will take an active interest in their welfare and deliver our PSHE, RSE and careers curriculum. We also we work very closely with a charity called Place2be who provide one to one counselling for children if needed. We recently won a national mental health award for the support we provide to our students..

### Oversubscription criteria

(summary) see school website for full criteria

The admission limit is 210. Where the Academy is oversubscribed, priority will be given in accordance to the admissions criteria stated for Year 7.

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

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. 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.
6. 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.

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.

At London Academy, we believe that part of a world class education includes ensuring that every student leaves us as a confident, articulate and culturally aware young adult. We want to ensure that students can pursue careers that they are passionate about, contribute positively to society and live happy and fulfilled lives. To help us achieve this, we believe that an excellent enrichment and extra-curricular curriculum is as important as the traditional subjects students' study.

Our Enrichment programme offers students a broad selection of projects. Each Enrichment project will aim to introduce students to a range of new skills and opportunities, which will allow you to grow knowledge, acquire new interests and hobbies outside of our academic curriculum. These include Coding an Adventure Game; British Sign Language Lessons; Meditation and Journaling; Enterprise projects; Building a robot; Introduction to DJing and a range of sporting activities.

### You and your child's progress

Students take regular assessments in all subjects they study. Parents/carers can access how their child performed in these assessments by logging onto My Child at School (MCAS). Regular meetings are arranged with parents/carers to discuss their child's progress.

### Curriculum and homework

We believe homework plays a crucial role in students' academic development. As such, all students receive at least one piece of homework per subject each week. A homework timetable is published at the beginning of each academic year for students and parents/carers.

### 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 | **55** |
| Age range | **11-18** |

**www.menorahhigh.com**

## 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 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.
3. other Charedi Jewish girls.
4. other girls who are 'looked after' children or previously 'looked after' children in accordance with the definition at 1.
5. 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

#### Aiming Higher

We expect our students to be ambitious in everything they do. We expect them to make the most of every opportunity to learn both in the classroom and through over 100 enrichment opportunities a term. We expect them to become the best person they can be through student leadership opportunities and demonstrating the character traits that will help them stand out from the crowd when applying to universities, apprenticeships or employment as young adults.

#### Promoting Harmony

We are a very harmonious community founded on positive and respectful relationships. Our pastoral curriculum emphasises equality of opportunity and fosters greater understanding of the contributions everyone in our community makes to the success of MHCHS. We celebrate and promote difference and acceptance through regular student led events and celebrations. Your child's unique qualities will be of value to our community and we look forward to welcoming them.

#### Achieving Excellence

We support our students in developing resilience to overcome obstacles to ensure their continued progress. Our students consistently achieve the best grades in examinations. Alongside this they exemplify excellence in their conduct and are praised by visitors as impressive ambassadors.

### Transport

Buses: 113, 186, 251, 292, 384, 605, 606, 688

### Type of school

Partially selective co-educational academy.

### Supplementary Information Form

A supplemental information form is not required.

### Uniform

Our uniform is distinctive and students wear it with pride. Each year group has their own coloured tie. We have a no jewellery policy.

### Attendance, discipline and pastoral arrangements

We expect our students to attend school every day, on time, to give them the best chance of achieving the highest grade. Our pastoral system is based on a Positive First Culture where recognition for doing the right thing is a priority. We have high behaviour expectations of all students and where students need further support in self-management, our pastoral team will be there to provide guidance. We do not allow poor behaviour to disrupt the learning of others. Our well-established mentoring and inclusion teams are an additional layer of support for students who need it and we support mental wellbeing through our counselling services.

### 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 all previously looked after children including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. 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. 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 a 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.

4. Children of a member of the MHCHS staff as detailed in our Admissions Policy.

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, those 60 places will be allocated on the basis of technological aptitude[1] (24), musical aptitude[2] (24) and dance aptitude[3] (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 technological, 2/5 (two fifths) to music and 1/5 (one fifth) to dance, any odd places being allocated first to technological aptitude and then to music.

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

The School Admissions Code 2021 requires schools to conduct any aptitude tests and to report the results to parents before parents make applications for other schools. Aptitude tests are publicised on our website and by primary schools and take place towards the end of Year 5 (music and dance) and the start of Year 6 (technological). Details of the aptitude test process are included in The Admissions Policy Procedures document on our website.

### Facilities / Enrichment activities

MHCHS is in an enviable location overlooking North-West London and South Hertfordshire, surrounded by Green Belt. Departments are housed in their own accommodation across the site with specialist facilities for media, art, design technology, computing, dance, drama and music. The range of facilities reflects the breadth of our enrichment offer with weekly clubs, speaker, trips and visits running throughout the year. There literally is something for everyone! We are particularly proud of our student leadership opportunities.

### Curriculum and homework

Homework is a vital part of every student's educational experience at MHCHS. It develops skills of independence and consolidates or extends learning in the classroom. Our library is available before and after school for those choosing to complete work on site. Our curriculum is broad and balanced and all students have an entitlement to study the full range of EBACC subjects. Our age-appropriate pastoral curriculum enhances student learning through the development of skills and knowledge for life that is in addition to our main taught curriculum.

### You and your child's progress

Parents will be provided with opportunities to hear about your child's progress through regular reports and virtual parents' evenings. A strong partnership between home and school enables positive outcomes for students. We encourage you to contact the relevant member of staff if you have any concerns or require further guidance on your child's progress.

### Teaching and learning

We expect teachers and support staff to know each child as an individual to ensure they learn well. Our inclusion staff are skilled at supporting students with additional needs. Lessons have clear objectives and students make rapid progress and are challenged to deepen their thinking.

We have invested in technology to support student learning. All students will have a GoogleClassroom account which is the main portal for issuing and submitting homework. Parents can also use the Classcharts app to review attendance and behaviour data. All classrooms are equipped with touchscreen TVs to support learning.

### Education after 16/ Sixth form curriculum

MHCHS has a large Sixth Form which enables us to offer one of the broadest subject ranges in the country, specializing in A-levels. Most students continue into our Sixth Form from Year 11 and every year we welcome many new entrants into Year 12 from other schools. Our supervised study facilities ensure they make the most of their independent study time. Students are well-prepared for their next steps and each year, students go on to study at the best universities and medical schools across the country, including Oxbridge, or access apprenticeships with prestigious companies.

1 Technological Aptitude. All applicants seeking a place on the basis of technological aptitude must previously have sat our test on Verbal Reasoning and Non-Verbal 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 test. 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 aptitude test. If there are more applicants than places, places will be offered strictly in descending order of each applicant's score.

# 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: 107, 234, 263, 307, 384, 385, 606
Nearest stations: High Barnet (Northern Line)

### Type of school
Boys' selective academy.

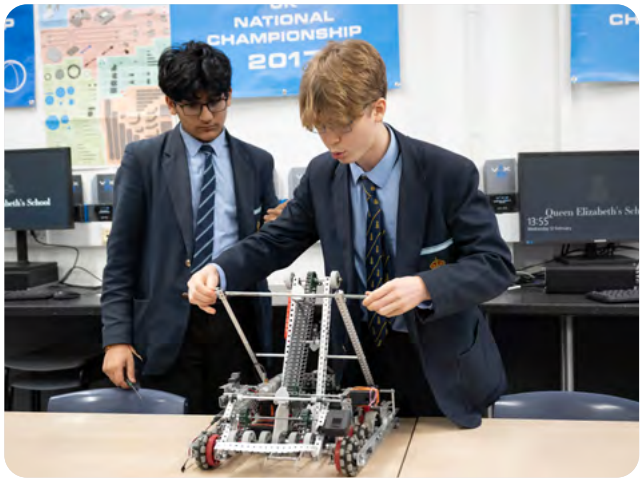
### Supplementary Information Form
An Entrance Test Request Form is required.
Apply online at **https://www.qebarnet.co.uk/admissions**

### 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 prerequisite 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 2026.**

### 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 campus is continually upgraded, with the most recent additions being new facilities for music, including a recital hall (2022), and a studio for drama (2024). This follows previous projects to deliver an eight-lane indoor swimming pool, a large multipurpose hall, a new library, dining hall and café complex, and a room dedicated to our world-class robotics programme.

There is a vast range of co-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 increasingly takes place via eQE, the School's long established e-learning platform. Staff proactively raise pastoral as well as academic matters with parents, as required.

### 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 generally taught in mixed ability groups (in the context of the school's very narrow ability range). Setting by academic ability does take place in particular situations, where this has been deemed optimal. Teaching in school is supported by the use of technology, including 1:1 digital devices, 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.

# Queen Elizabeth's Girls' School

Founded in 1888

High Street, Barnet EN5 5RR

**Headteacher**
Ms Stephanie Rodgers

**tel:** 020 8449 2984
**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. There are 7 forms of entry.

**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 on 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**
Christopher Martin

**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

Our high performing, Christian school was established from the beliefs, vision and commitment of a wide group of local parents from the Greek Orthodox community and the Church itself.

We are firmly committed to developing the full potential of our learners and we actively promote the highest personal standards in terms of attitude and commitment to the values of our community. Our supportive, inclusive environment is one where every child is known and valued. Our student and staff body are diverse, and we welcome those from all faiths and none. Visitors comment on the friendliness of our school, its community feel and our Christian ethos.

The school is part of the high performing Russell Education Trust group of schools.

Our 2024 OFSTED inspection stated the school continues to be a good school. It reported that pupils are “happy members of this school community and said that it feels like ‘a family’” and “Teachers are confident subject experts”.

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
- Allow students to excel in sports, music and the arts

### Transport

Buses: 34, 251, 382
Nearest stations: Arnos Grove (Piccadilly Line)

### Type of school

Greek Orthodox Faith

### 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. Our approach to school uniform is based on the notion that a school uniform promotes a sense of pride in the school and engenders a sense of community and belonging. St Andrew is a school where smartphones are not allowed. Further information can be found on the school website.

### Attendance, discipline and pastoral arrangements

Outstanding pastoral care is one of the fundamental cornerstones to ensuring students feel safe and happy. Every member of staff has a role to play in pastoral care and we have a clear pastoral structure to ensure each student is fully supported within the school. 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. Our focus on character education informs how we establish the culture around behaviour and attitudes.

Attendance is a key part of success for any learner, and the school has high expectations in terms of attendance.

### Oversubscription criteria

(summary) see school website for full criteria

Where the number of applications for admission is greater than the places available and after the agreed admission of any children with an EHCP, the following Oversubscription Criteria will apply in the order below:

1. Looked-after children* or children who were previously looked-after*.
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 this school.
3. Children living at the same address* as siblings* on the roll of the school, in any year group, including the Sixth Form, at the date of their own application for admission.
4. Children of staff* directly employed by the Russell Education Trust on a permanent full time or fractional contract at the school in either of the following circumstances:
   i. The member of staff has been employed for two years or more before the admission application and is still employed, without having given notice or been given notice that the employment will end, at the time the offer is made.
   ii. The member of staff is recruited to fill a vacant teaching post for which there is a demonstrable skill shortage (determined by the Headteacher with the Chair of Governors and the CEO of RET).
5. This is a designated Greek Orthodox School and if oversubscribed, up to 50% of the remaining places, will be based on a Faith Criterion*. If more applications meeting the Faith Criterion are received than there are places available, places will be offered in order of distance* from the home address* of the applicant to the school.
6. If fewer than the designated number places are taken up by those satisfying the Greek Orthodox Faith Criterion, then these remaining places will be first offered to those meeting the Wider Faith Criterion* in order of distance* from the home address* of the applicant to the school.
7. The remaining places will be offered to any other applicants. If there are more applicants than there are places available in this criterion, then they will be offered 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 Wider Faith criterion is based on regular, (which means at least monthly) Church attendance by the child's parents)/carers) over a period of two or more years* at a Church which is recognised by Churches Together in England. Please see the attendance policy on our website for more details.

### Facilities/Extra-curricular activities

Our brand-new building (opened in September 2025) ensures our students have outstanding facilities and equipment. We are located on Brunswick Park Road, close to New Southgate Cemetery.Clubs and enrichment of the curriculum is an extremely important part of our provision. OFSTED stated, "Pupils take part in a wide range of extra-curricular activities." (2024).

### You and your child's progress

We support all students to achieve their potential both academically and as caring and responsible future adults. Our curriculum meets the needs of the full range of our students, developing them intellectually, socially, culturally, spiritually and morally. We set challenging academic targets and work in partnership with parents to support every student in making exceptional progress. "Pupils try their best, following clear values taught by the school. Leaders have set high expectations for how they want pupils to learn and achieve. This is seen through the strong outcomes achieved by pupils." (OFSTED 2024).

### Curriculum and homework

Underpinned by its Christian values, the school believes in the importance of developing a curriculum that is enjoyable, encourages responsibility, builds self-esteem, demands high standards, enables achievement and provides strong foundations for future learning.

We focus on the core subjects of English, mathematics and science to prepare every student for life beyond school, whether at university, in training or in employment. In Year 7 all students study English, mathematics, sciences, French, classics and Latin, religious studies, technology, history, geography, physical education, art, drama and music. In Key Stage 4, our students perform exceptionally well with GCSE results placing the school within the top 20% nationally for progress and the top 10% for English and Humanities.

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 any school. The prime method of implementing our curriculum intent is through the taught curriculum delivered in lessons. Learning and teaching are therefore at the heart of what we aim to achieve and how we achieve it.

Our teachers are very well qualified and are selected by the Headteacher and by RET's Advisers on the basis of their track record and excellence in classroom teaching. Our Heads of Department draw on Trust subject networks, which share and disseminate best practice across our five schools.

### Careers

The aim of our CEIAG programme is to provide all students with a range of opportunities throughout their journey at our school. Our careers programme is an integral element of our curriculum, providing all students with the careers education, information, advice and guidance that they need to realise the most ambitious of aspirations.

### Education after 16/Sixth form curriculum

Students at our school are on a seven-year journey, and we welcome back a high proportion into our sixth form alongside those external applicants who apply. Students in our sixth form benefit from small classes and personal attention both academically and pastorally. This is why they thrive in the wide range of courses and other enriching opportunities we offer.

We build in development for students across the two years of study to support them into the next stages of their lives.

# St James' Catholic High School

Great Strand, Colindale NW9 5PE

**Headteacher**
Mr Anthony Ellul

**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 | **210** |
| 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 pupils 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
Pupils' in Years 7 – 11 wear school uniform which consists of a black blazer with school badge, black trousers, grey tartan kilt, white shirt, school tie, black v neck pullover (optional), black shoes (not trainers). Sixth Form students wear business dress.

### Attendance, discipline and pastoral arrangements
Pupils' attendance is, over time, well above the national average. Our school rules and code of behaviour are based on pupils being ready, respectful and safe.

A strong system of pastoral care is provided by form tutors whose work is co-ordinated by a Head of Year for each year group.

### 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' pupils and Catholic pupils who have been adopted (or made subject to Child Arrangement orders or special guardianship orders) immediately following having been looked after.
2. Baptised Catholic (see definitions) pupils with a sibling (see definitions) in the school at the time of admission.
3. Baptised Catholic (see definitions) 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. Baptised Catholic (see definitions) pupils living closest to the school. Distance is measured in a straight line between the address point for the child's home, supplied by Ordnance Survey, to the school's front reception using the Local Authority's computerised geographical information system.
5. Other 'looked after' pupils and pupils who have been adopted (or made subject to Child Arrangement orders or special guardianship orders) immediately following having been looked after, with those living nearest to the school being accorded the highest priority.
6. Eastern Orthodox pupils 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.
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. Pupils of other Christian denominations whose application is supported by a certificate of baptism/enrolment or a letter from the minister confirming membership of the faith, with those living nearest the school being accorded the highest priority.
9. 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 pupils concerned.

### Waiting list

The school will maintain a waiting list which will remain open until **31 August 2027.** 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 pupils 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

Pupils 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 pupils in their learning is the cornerstone of teaching at St James'. Teachers strive to inspire pupils 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 pupils is regular and thorough and appropriate support and intervention enables pupils to make better than expected progress.

### Education after 16/ Sixth form curriculum

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

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

# St Mary's and St John's CE

**Bennett House Campus,** Sunningfields Road, Hendon, NW4 4QR
**Stamford Raffles Campus,** Downage, Hendon, NW4 1AB

**Co-Principals**
Ms Alice Thomas
Ms Hannah Mason

**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 | **90** |
| Age range | **3-18** |

**www.smsj.london**

# About our school

### Aims and expectations

At St Mary's and St John's Church of England school, we believe that '...with God, all things are possible'. Our vision is drawn from Matthew's gospel which proclaims the Kingdom of God. Jesus teaches his disciples about choice, commitment, and Christian hope for transformational change.

A fundamental component of our lives at SMSJ is a confident reassurance that all things are possible. We believe that healing, repair, repentance, forgiveness, and reconciliation are always possible.

We embrace innovation and transformation with the conviction that with Christ, every day, every task, every situation, every relationship brims with divine possibility. God is always at work in our lives. SMSJ exists to enhance the future life chances and opportunities of all our students, whatever their faith or starting point, by providing a centre of educational excellence at the heart of our community.

Through hard work, resilience, perseverance, and a commitment to our learning, we will create a hope-filled future. Our children will be equipped with the ambition, qualities, qualifications, and values necessary to meet the challenges of an ever-changing world. 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 articulacy; impeccable manners; hard work; kindness; smartness of appearance and excellent behaviour.

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, 125, 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

We place great importance on smart appearance and take pride in our distinctive school uniform. It reflects our high standards and commitment to a focused, respectful learning environment. Our students are expected to wear the uniform correctly at all times, both in school and while travelling to and from school. Full details can be found on our website.

### Attendance, discipline and pastoral arrangements

At SMSJ, we are committed to nurturing each student's personal and social development through high-quality teaching, strong relationships, and a supportive school ethos. Our pastoral care is central to school life, reflecting our Christian values and ensuring that every student is known, supported, and guided. We provide tailored support for learning, behaviour, and wellbeing, helping all students access the full breadth of our educational offer. We have the highest aspirations for our students and aim to develop articulate, well-mannered, resilient young people who demonstrate initiative and responsibility. High standards of behaviour, attendance, and punctuality are expected, and every student is supported by a dedicated Pastoral and Academic Mentor (PAM) who oversees their academic and personal progress.

### Oversubscription criteria

(Summary, please contact school for full criteria)

Where there are more applicants than places available, offers will be made in line with the school's published oversubscription criteria. Students in Year 6 at St Mary's and St John's School at the time of secondary applications are already on roll and are therefore guaranteed a place in Year 7. All other applicants will be considered in the following order of priority:

1. Students who are looked after or were previously looked after.
2. Up to 18 Performing Arts Scholarships.
3. Children with a 'sibling' on roll in any Year from Reception to Year 13 at SMSJ at the time of application.
4. Children of staff.
5. 50% of the remaining places are designated as 'Foundation Places' for families committed to the Christian faith.
6. 50% of the remaining places are designated as 'Open Places', allocated by proximity to the school.

Distance from home to the school site will be used as a tie-breaker within each category.

### Performing Arts Scholars:

Up to 18 Performing Arts Scholarships are offered each year to students who can demonstrate a specific aptitude for instrumental or choral music, dance or drama. Performing Arts Scholars take a lead in productions, work alongside external professionals and access a rich enrichment offer. We have an expectation that our scholars will continue their specialism onto GCSE. All applicants who wish to be considered will be invited to take an aptitude test.

### Open Places:

Open Places are allocated on the basis of the proximity of the applicant's permanent residence to the school's main gate at Bennett House Campus, Sunningfields Road, Hendon, NW4 4QR.

### Foundation Places:

In allocating Foundation Places, priority will be given to (in the following order):

1. Children and one of their parents who are committed members of an Anglican Church.
2. Children and one of their parents who are committed members of other Christian denominations recognised by Churches Together in England, the Evangelical Alliance, or affiliated with The Fellowship of Independent Evangelical Churches.

To apply for a Foundation Place, applicants must complete the Supplementary Information Form, including a clergy reference, and return it to the school by 31 October 2026.

### Facilities/Extracurricular activities

SMSJ Secondary School is based over two campuses: Bennett House campus, Years 5 to 8 and Stamford Raffles campus, where our Years 9 to 13 are based. Both campuses have extensive specialist facilities. We have a rich and broad extracurricular offer including a weekly compulsory enrichment period on a Tuesday.

### Your child's progress

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

### Curriculum and independent study

Our curriculum is dynamic, ambitious, and thoughtfully designed to support the spiritual, ethical, and academic development of every student. It is crafted to reflect the unique needs of our learners and the context in which they live and learn. As a Church of England school, Religious Studies is an integral part of the curriculum, with all students studying it from Year 7 through to GCSE. In Year 9, students have the opportunity to select subjects that align with their interests, allowing them to delve deeper into areas such as Computing, Creative Design, and Performing Arts. This is complimented by a broad and varied GCSE options offer, enabling students to pursue their academic passions. We place a strong emphasis on the Performing Arts, with these subjects taught in smaller groups and given generous allocations from Years 7-9. To ensure students and families stay informed, Home Learning is recorded and easily accessible online.

### Teaching and Learning

Our expert teachers deliver high quality lessons achieving engagement and progress by utilising rich texts and resources, creating opportunities for oracy and articulacy, and encouraging deep thinking through probing questions. Learning is skilfully adapted to meet the needs of all learners. Feedback is progress-focused and is embedded into lesson time to ensure students are supported and challenged.

### Education after 16/Sixth Form curriculum

SMSJ's Sixth Form offers A Level courses across a range of academic subjects delivered in small seminar style classes complimented by bespoke pastoral and careers support. There is a strong emphasis on independent study and personal development, employability skills and enrichment. Our support programme and links to Russell Group Universities ensure that students then transition effectively into higher education or work.

# St Michael's Catholic Grammar School

Nether Street, North Finchley N12 7NJ

**Headteacher**
Mr Michael Stimpson

**tel:** 020 8446 2256
**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 7-11 | **128** |
| Age range | **11-18** |

**www.st-michaels.barnet.sch.uk**

## About our school

### Aims and expectations

St. Michael's Catholic Grammar School was founded by the Sisters of the Poor Child Jesus to provide education for children of Catholic families. The School is conducted by its Governing Body as part of the Catholic Church in accordance with its trust deed and instrument of government, and seeks at all times to be a witness to Jesus Christ.

As a Catholic School we aim to provide a Catholic education for all our pupils. At our School Catholic doctrine and practice permeate every aspect of the School's activity. It is essential that the Catholic character of the School's education be fully supported by all families in the School. All applicants are therefore expected to give their full, unreserved and positive support for the aims and ethos of the School.

The Published Admissions Number (PAN) for Year 7 is 128 at age 11. Applicants must normally have had their eleventh birthday in the academic year (1 September – 31 August) immediately preceding entry.

Regardless of year group, any application for a child to be educated out of her age group will be considered by governors on an individual basis and assessed in accordance with government guidelines. Parents should write to the Chair of Governors when submitting their Supplementary Information Form (SIF) giving reasons and providing compelling professional evidence. Only girls who have ability suited to the curriculum of the School and whose Parents desire for them a Catholic education will be admitted to the School

### Transport

Buses: 82, 125, 134, 260, 263, SL1, SL10
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.

### Oversubscription criteria

(summary) see school website for full criteria

The following criteria will be used when pupils are selected for entry to the School and in the following order of priority.

1. Baptised Catholic girls (Certificate of Baptism in the Catholic Church), from a Practising Catholic family (evidenced by a Certificate of Catholic Practice from their Parish Priest) who are looked after or have previously been looked after, including internationally adopted previously looked after girls who appear (to the admission authority) to have been in state care outside of England, and ceased to be in state care as a result of being adopted - and are ranked amongst the top 175 places in the entrance test.
2. Baptised Catholic girls (Certificate of Baptism in the Catholic Church), from a Practising Catholic family (evidenced by a Certificate of Catholic Practice from their Parish Priest) who are in receipt of the Pupil Premium - and are ranked amongst the top 175 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.
3. Baptised Catholic girls (Certificate of Baptism in the Catholic Church), from a Practising Catholic family (evidenced by a Certificate of Catholic Practice from their Parish Priest) in rank order beginning with the highest.

Applicants should be aware that within living memory St. Michael's has always been oversubscribed with candidates who fulfil the three criteria above, therefore, the Governing Body will admit to the tests, referred to below, girls (eligible by age) who fulfil the above requirements. In the unlikely event that the number of such applicants falls below 175 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 200. 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 who are Catechumens and girls who are members of an Eastern Christian Church.
c. Girls of Other Christian Denominations in rank order (in the entrance test) beginning with the highest.
d. Other Looked After girls not falling into a., b. or c. above.
e. Other girls in receipt of Pupil Premium not falling into a., b. or c. above.
f. 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.

### The Entrance Test

A Year 7 waiting list is maintained until 31 December of the year of entry. 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

Corner Mead, NW9 4AS

**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

Saracens High School is a fully inclusive, mixed 11-18 school with nearly 1200 pupils. With just 6 classes per year we are small enough to invest in each pupil, helping every young person achieve their full potential.

Our pupils build on positive relationships with teachers when they progress to our broad and inclusive sixth form that offers both academic and vocational pathways.

We offer so much more than just exam success but we're proud to achieve results that are significantly above the national average.

Saracens High School

- Provides an education that is saturated in our values: Discipline, Hard work, Honesty and Humility. Character education sits alongside a rigorous academic programme as we are persuaded that both are fundamental to future success.
- Has exceptionally high expectations for learning and behaviour resulting in outstanding academic progress.
- Teaches pupils to make mistakes and learn from them.
- Nurtures extraordinary young adults who will make a positive impact in their communities.

### Transport

Buses: 303, 204, 186
Tube: Colindale (Northern Line)
Train: Mill Hill Broadway

### Type of school

Mixed comprehensive free school

### Supplementary Information Form

https://saracenshigh.org/admissions-september/

### Uniform

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

### Attendance, discipline and pastoral arrangements

We have high expectations for pupil attendance knowing it is key to a successful future. We work with parents to ensure children are in school and ready to learn. Our attendance is amongst the highest in the country.

We nurture a calm environment throughout the school for the good of the children's learning. Discipline is firm, fair, and consistently applied. We ensure that the school is a safe haven where pupils can build on our values-based education.

Pupils receive pastoral support from their Learning Coaches, who they meet with twice a day. Learning Groups, of just 15 children to 1 member of staff, help to foster our family ethos.

Lessons are taught in groups of 30 at Key Stage 3 and usually smaller groups in Key Stage 4 and 5.

## Oversubscription criteria

(summary) see school website for full criteria

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.
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.
3. A child with a sibling attending the school at the time of application. Where an older sibling is in Year 13, siblings will not be given priority under this criterion.
4. Up to 10 children from each Primary School in Saracens Multi-Academy Trust. Where there are more than 10 applications from one school, priority will be given based on the proximity of the applicant's home address to Saracens High School.
5. A child of any member of the Trust's staff working at Saracens High School.
6. Up to 75 places will be allocated to children who are in receipt of the Pupil Premium at the date of application and are residents of the borough of Barnet. Priority will be given based on the proximity of the applicant's home address to Saracens High School.
7. Other children by distance from the school, with priority for admission given to children who live nearest to the school.

## 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 51.602718 / Longitude -0.24347277).

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

We moved into our new accommodation on Corner Mead, NW9 in November 2021. This brand-new state of the art building includes 8 specialist science labs and exceptional sports facilities, as well as specialist classrooms for every subject and an impressive community area for performances and exhibitions. Our new sport facilities are on the Lanacre Avenue site, where we have a full-size AstroTurf football pitch, a grass football/rugby pitch.

## Extra-curricular activities

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, including sports, music, poetry, languages, science, eco club, cooking, and computing. Pupil engagement in enrichment activities is compulsory.

Developing cultural capital is a key part of a Saracens education, with pupils taking part in numerous educational visits each year, including an annual Arts Festival and Making Memories days.

## You and your child's progress

Pastoral care is exceptional, with each pupil having a Learning Coach who supports them throughout their time at school (Learning Group ratios are 1:15). Learning Coaches build relationships with pupils and their families to ensure good communication, and together we support children to achieve their full potential. You will receive progress reports during the year, informing how your child can be challenged further. 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 one working day, and there are regular opportunities for you to meet in school at progress 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. This ensures 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 pupils, providing a personalised education for all, 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 make remarkable progress, exceeding comparisons to national averages.

Our Grow and Thrive team support children with Special Educational Needs or Disabilities, or English as an Additional Language through our lesson-based Learning Support Assistants or dedicated intervention staff 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 opened in September 2023 with three distinctive pathways which ensure that all pupils have access to an appropriate provision. Our traditional A Level pathway is the most popular choice. T Levels in Health, Digital, and Business provide an alternative to A Levels and a direct pathway to university or employment. Our Pre-Apprenticeship pathway supports young people into the workplace of their choice, by working with local businesses and Saracens' partners.

# The Totteridge Academy

Barnet Lane, Totteridge N20 8AZ

**Principal**
Tom Knott

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

**DFE code** 302 4010

**Open Mornings will take place throughout October, with booking details available on the website**

| | |
|---|---|
| Admission limit for Year 7 | **180** |
| Age range | **11-18** |

**www.thetotteridgeacademy.org.uk**

## About our school

### Aims and expectations

The Totteridge Academy continues to thrive and, in their 2025 Ofsted inspection, achieved an unprecedented five 'Exceptional' standards. The report celebrated pupils' "extremely positive academic outcomes", stating that "they quite simply 'love learning' and are determined to do their very best". Indeed, staff are said to commit to the vision that "everyone is there to put a student on the moon". As a result, students "achieve very strong outcomes"; GCSE progress scores put TTA in the top 0.5% in the country. 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, with Sixth Formers wearing professional dress. Year 7-11 uniform 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" by a Local Authority, or a child who was previously looked after but immediately following being looked after were subject to an adoption or residency order, including those from outside of England.
2. Children with an older brother or sister currently attending The Totteridge Academy one of Years 7 to 12 and who will continue to do so in one of Years 8 to 13 on the point of admission into the Academy.
3. Children of staff subject to either or both of the following circumstances:
   a. where the member of staff has been continuously employed at the school for two or more years at the time at which the application for admission to the school is made; and / or
   b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Up to 60 places will be allocated to children who are in receipt of the Pupil Premium at the date of application. Priority will be given based on proximity of the applicant's home address to the academy. The applicants will be ranked nearest to furthest.
5. Distance from the applicant's home address to the Academy. The distance is measured by a straight line from the address seed point (determined by Ordnance Survey data) of the child's home address to the main school gate for students. The applicants will be ranked nearest to furthest.

## 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 to Paris and Barcelona, 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.

## 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.

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

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. We run a daily homework club after school for any students who would like additional support.

## 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.

## 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.

We opened our Sixth form in September 2020, offering a range of A-Level courses. The summer's results (details can be found on our website) allowed Sixth Formers to secure their places at some of the UK's top Russell Group institutions to study a range of competitive courses, including Engineering, Law and Forensic Science. Many of the academy's Year 11 students are continuing their studies at TTA's Sixth Form.

# Wren Academy Finchley

Hilton Avenue, North Finchley N12 9HB

**Secondary Principal**
John Keohane

**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 | **124** |
| Age range | **4-18** |

**www.wrenacademyfinchley.org**

## About our school

Wren Academy Finchley is an All Through school which achieves excellent examination results. 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.

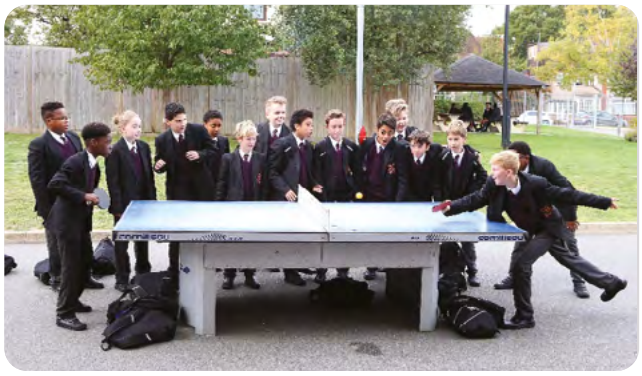
### Uniform

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 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 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

Approaches to teaching and learning are both innovative and traditional with a high emphasis on students developing the skills to learn independently. 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

All schools must maintain Year 7 waiting lists until 31st December of the school year. However, most Barnet schools will keep waiting lists open, for Y7 and all other year groups, until the end of the school year. For more information, please visit: www.barnet.gov.uk/schools-and-education/school-admissions/school-waiting-lists

If you have applied for a place at school in another borough, you will need to visit the relevant Local Authority's website to find out when waiting lists are closed and how to re-apply.

## Fair access protocol

Barnet Council operates an In-Year Fair Access Protocol to ensure that children without a school place, particularly those who are most vulnerable, are offered a suitable school place as quickly as possible.

The protocol may apply to children with challenging behaviour who have been refused admission by a school, even where that school has available places.

Schools are asked to admit children under the protocol on a fair-share basis, helping to ensure that no individual school admits a disproportionate number of pupils through this process.

Where appropriate, a child may be allocated a place at a school that is already full. In these circumstances, the child may be admitted ahead of others on the school's waiting list.

## Admission outside the normal age group

The Council believes that, in most cases, children should be educated within their chronological year group, with the curriculum adapted as necessary to meet their individual needs. Placement outside a child's normal age group should only be considered in exceptional circumstances where it is in the child's best interests.

There may be implications for children educated outside their normal age group. For example, they may become entitled to leave school before having the opportunity to take public examinations with their peers.

The decision on whether a child should be admitted outside their normal age group rests with the admission authority for the school concerned. Each request will be considered on its individual merits and in the best interests of the child.

In reaching a decision, the admission authority will take account of:

- information about the child's academic, social and emotional development;
- where relevant, the child's medical history and the views of a medical professional;
- whether the child has previously been educated outside their normal age group; and
- whether the child would naturally have fallen into a lower age group had they not been born prematurely.

To request admission outside the normal age group, parents should submit an application for the child's chronological year group in the usual way and, at the same time, make a separate **request for admission outside the normal age group** https://myforms.barnet.gov.uk/xfp/form/94

The request should explain why this would be in the child's best interests and include any supporting evidence.

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 Friern Barnet School and The Archer Academy).

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.

Year 11 leavers will have access to several pathways into employment, training or further education up to and beyond the age of 18.

Current options include:

- College
- Work experience
- Volunteering
- Employment
- Apprenticeships
- Training to gain BTEC
- Vocational Qualifications in various subjects
- Starting up your own business

Barnet offers a variety of Post-16 services to support young people with the information, advice and guidance they need to succeed in their education and careers. Detailed information is available in our Post-16 Options Prospectus **https://www.barnet.gov.uk/young-people/information-and-advice-post-16-pathways**

## 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.

# Education for 14–19 year olds in London, September 2026

## University Technical Colleges in London (schools for 14–19 year olds)

| Name and address | Date of Opening | Specialism | Contact Details | Local Authority Area (LA web address) | How to apply |
|---|---|---|---|---|---|
| **Brook Sixth Form (Formerly Elutec)**<br><br>**Address:**<br>Yew Tree Avenue,<br>Rainham Road South,<br>Dagenham East<br>RM10 7FN | September 2014 | Product design Engineering | **Website:**<br>www.elutec.co.uk/<br><br>**Email:**<br>admissions@brooksixthform.com<br><br>**Telephone:**<br>0203 773 4670/0204 511 9160 | Barking & Dagenham Borough Council<br><br>www.lbbd.gov.uk/admissions | Direct to the school |
| **Global Academy UTC**<br><br>**Address:**<br>The Old Vinyl Factory,<br>1 Record Walk,<br>Hayes,<br>Middlesex<br>UB3 1DH | September 2016 | Media and Entertainment, including technical, television, radio and digital media. | **Website:**<br>www.globalacademy.com/<br><br>**Email:**<br>info@globalacademy.com<br><br>Telephone:<br>020 3019 9000 | Hillingdon Borough Council<br><br>www.hillingdon.gov.uk/schooladmissions | Direct to the school |
| **UTC Heathrow**<br><br>**Address:**<br>Potter Street,<br>Northwood,<br>Middlesex<br>HA6 1QG | September 2014 | Engineering and Digital Technologies. | **Website:**<br>www.heathrow-utc.org/<br><br>**Email:**<br>info@heathrow-utc.org<br><br>**Telephone:**<br>019 2360 2130 | Hillingdon Borough Council<br><br>www.hillingdon.gov.uk/schooladmissions | Direct to the school |
| **London Design and Engineering UTC (LDEUTC)**<br><br>**Address:**<br>Docklands Campus,<br>University Way,<br>London<br>E16 2RD | September 2016 | Design Engineering | **Website:**<br>www.ldeutc.co.uk/<br><br>**Email:**<br>admin@ldeutc.co.uk<br><br>**Telephone:**<br>0203 019 7333 | Newham Borough Council<br><br>www.newham.gov.uk/Pages/Category/Schools-and-colleges.aspx?l1=100005 | Direct to the school |
| **Mulberry UTC**<br><br>**Address:**<br>64 Parnell Road<br>London<br>E3 2RU | September 2017 | Health and Social Care, T-Level Health, Science and Maths, Business and IT, Creative and Digital Media & Performing and Production Arts | **Website:**<br>www.mulberryutc.org<br><br>**Email:**<br>info@mulberryutc.org<br><br>**Telephone:**<br>020 3137 7024 | Tower Hamlets Borough Council<br><br>www.towerhamlets.gov.uk/schooladmissions | Direct to the school |
| **Leigh UTC**<br><br>**Address:**<br>Brunel Way,<br>The Bridge Development,<br>Dartford, Kent<br>DA1 5TF | September 2014 | Computer science / Engineering | **Website:**<br>www.theleighutc.org.uk<br><br>**Email:**<br>info@theleighutc.org.uk<br><br>**Telephone:**<br>01322 626 600 | Kent County Council<br><br>www.kent.gov.uk/education-and-children/schools | Direct to the school |

## University Technical Colleges in London (schools for 14–19 year olds)

| Name and address | Date of Opening | Specialism | Contact Details | Local Authority Area (LA web address) | How to apply |
|---|---|---|---|---|---|
| **Elstree Screen Arts Academy**<br><br>**Address:**<br>Studio Way,<br>Borehamwood,<br>Hertfordshire<br>WD6 5NN | September 2013 | Multimedia Production Arts Digital technology & communication for entertainment industries | **Website:**<br>www.esaacademy.org<br><br>**Email:**<br>admin@esaacademy.org<br><br>**Telephone:**<br>020 8386 6220 | Hertfordshire County Council<br><br>www.hertfordshire.gov.uk/admissions | Direct to the school |
| **BMAT STEM Academy**<br><br>**Address:**<br>Velizy Avenue,<br>Harlow,<br>Essex,<br>CM20 3EZ | September 2014 | Computing, Science, Engineering | **Website:**<br>www.btmatstem.org.uk<br><br>**Email:**<br>info@bmatstem.org.uk<br><br>**Telephone**:<br>01279 621570 | Essex County Council<br><br>www.essex.gov.uk/Education-Schools/Schools/Admissions | Direct to the school |

## Studio Schools in London (schools for 14–19 year olds)

| | | | | | |
|---|---|---|---|---|---|
| **De Salis Studio College**<br><br>**Address:**<br>Hewens Road,<br>Hayes,<br>Middlesex,<br>UB4 8JP | September 2014 | Computer Science, Legal Criminal Sciences, Law, Economics, Technical Award in Finance, and Retail. | **Website:**<br>www.desalisstudiocollege.co.uk<br><br>**Email:**<br>desalisstudiocollege@trhat.org<br><br>**Telephone:**<br>020 3819 3421 | Hillingdon<br><br>www.hillingdon.gov.uk/schooladmissions | Via your home Local Authority |
| **Logic Studio School**<br><br>**Address:**<br>Browells Lane,<br>Feltham,<br>TW13 7EF | September 2016 | Computing Technologies and International Logistics. | **Website:**<br>www.logicstudioschool.org<br><br>**Email:**<br>info@logicstudioschool.org<br><br>**Telephone:**<br>020 8831 3001 | Hounslow<br><br>www.hounslow.gov.uk/admissions | Via your home Local Authority |
| **Parkside Studio College**<br><br>**Address:**<br>Wood End Green Road,<br>Hayes, Middlesex,<br>UB3 2SE | September 2012 | Creative Media, Hairdressing and Beauty Therapy, Health and Social Care, Hospitality & Catering, and Sport Science. | **Website:**<br>www.parksidestudiocollege.co.uk<br><br>**Email:**<br>parksidestudiocollege@trhat.org<br><br>**Telephone:**<br>020 8573 2097 | Hillingdon<br><br>www.hillingdon.gov.uk/schooladmissions | Via your home Local Authority |
| **Space Studio West London**<br><br>**Address:**<br>Letchworth Avenue,<br>Feltham,<br>TW14 9RY | September 2015 | Space<br>Aerospace<br>Science<br>Maths | **Website:**<br>www.spacestudiowestlondon.org<br><br>**Email:**<br>info@spacestudiowestlondon.org<br><br>**Telephone:**<br>020 3696 8140 | Hounslow<br><br>www.hounslow.gov.uk/admissions | Direct to the school |

## Other Schools in London which admit 14–19 year olds

| | | | | | |
|---|---|---|---|---|---|
| **The BRIT School for Performing Arts & Technology**<br><br>**Address:**<br>60 The Crescent<br>Croydon<br>CR0 2HN | 1991 | Dance, Film & media production, Music, Musical theatre, Interactive digital design, Theatre, Visual arts & design | **Website:**<br>www.brit.school<br><br>**Email:**<br>info@brit.school<br><br>**Telephone:**<br>020 8665 5242 | Croydon<br><br>www.croydon.gov.uk/education/schools-new/school-admissions/<br><br>https://www.brit.croydon.sch.uk/admissions | Direct to the school |

## Other University Technical Colleges out of London (schools for 14–19 year olds)

| | | | | | |
|---|---|---|---|---|---|
| **Bucks - Aylesbury UTC**<br><br>**Address:**<br>Oxford Road<br>Aylesbury<br>HP21 8PB | | Digital, IT, Health, Social Care, Film & TV | **Website:**<br>www.aylesburyutc.co.uk<br><br>**Email:**<br>reception@aylesburyutc.co.uk<br><br>**Telephone:**<br>01296 388688 | Buckinghamshire County Council<br><br>www.buckscc.gov.uk/services/education/school-admissions/ | |
| **UTC Portsmouth**<br><br>**Address:**<br>London Road, Hilsea<br>Portsmouth<br>PO2 9RU | September 2017 | STEM curriculum (Science, Technology, Engineering and Maths) | **Website:**<br>www.utcportsmouth.org<br><br>**Email:**<br>enquiries@utcportsmouth.org<br><br>**Telephone:**<br>023 9312 0120 | Portsmouth County Council<br><br>www.portsmouth.gov.uk/ext/learning...schools/schools/school-admissions.aspx | |
| **UTC Reading**<br><br>**Address:**<br>Crescent Road<br>Reading<br>RG1 5RQ | | Computer Science and Engineering | **Website:**<br>www.utcreading.co.uk<br><br>**Email:**<br>enquiries@utcreading.org.uk<br><br>**Telephone:**<br>0118 938 1020 | Reading County Council<br><br>www.reading.gov.uk/schoolsadmissions | |

## 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 are entitled to a free school meal under the Universal Infant Free School Meals scheme.

From Year 3 onwards, your child may be entitled to free school meals if your household receives one of the qualifying benefits.

These include:

- Universal Credit
- support under Part VI of the Immigration and Asylum Act 1999
- the guarantee element of Pension Credit
- certain other qualifying benefits as determined by the Department for Education.

For the latest eligibility criteria and information on how to apply, please visit: www.barnet.gov.uk or www.gov.uk/apply-free-school-meals..

## 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 'an income-related statutory welfare benefit (such as Universal Credit)' who have a child transferring to a secondary school. Further information is available online at **https://www.barnet.gov.uk/benefits-grants-and-financial-advice/grants-and-funding/mayors-benevolent-fund**

## 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 may seek action from the Local Authority which could lead to the involvement of an Education Welfare Officer.

Further information is available online at **https://www.barnet.gov.uk/schools-and-education/school-attendance**

## Home schooling

If you decide you want to educate your child at home instead of sending them to school. You can register your intention to home educate with the Local Authority. This will allow us to contact you about your home education journey and offer support and guidance along the way. You can find out more about home schooling and registration at **https://www.barnet.gov.uk/schools-and-education/home-education** or by contacting the Education Welfare Team on **020 8359 7684**

## How to contact the Admissions Team

Enquiries should be addressed to:
**Barnet School Admissions Team**
**2 Bristol Avenue**
**Colindale**
**NW9 4EW**
(please note that there is no public access to education services at above address)

tel: **020 8359 7651**
**www.barnet.gov.uk/schooladmissions**

The information contained in this booklet was correct at August 2026 but it should not be assumed that there will be no changes before the start of, or during the school year 2026/27, 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 the admission authority for the school 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', as well as those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

This includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (Section 46 adoption orders).

Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014.

Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order.

See Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

**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** normally 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. Please check the sibling definition for your preference school(s).

**Education, Health and Care Plan (EHCP)** is the document setting out the educational provision that will be made for a child with special educational needs, as well as their health and social care needs.

The EHCP replaces the Statement of Special Educational Needs under The Children and Families Act 2014. Parents are given a copy of the EHCP 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

### Camden
**School Admissions Team**

tel: 020 7974 1625
email: admissions@camden.gov.uk
www.camden.gov.uk/admissions

### Enfield
**Enfield Schools Admission Service**

tel: 020 8379 5501
email: ESAS@enfield.gov.uk
www.enfield.gov.uk/admissions

### Haringey
**Admissions Service**

tel: 020 8489 1000
email: schooladmissions@haringey.gov.uk
www.haringey.gov.uk/schooladmissions

### Harrow
**School Admissions Service**

tel: 020 8901 2697
email: schooladmissions@harrow.gov.uk
www.harrow.gov.uk/schooladmissions

### Hertfordshire
**Admissions and Transport Team**

tel: 0300 123 4043
email: transfer.admissions@hertfordshire.gov.uk
www.hertfordshire.gov.uk/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.

## State Boarding Schools

If you want further information about boarding schools, please visit **https://www.gov.uk/types-of-school/state-boarding-schools**

## 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)

The Department for Education is responsible for children's services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. **Tel: 0370 000 2288 Website: www.education.gov.uk**

## 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**

## 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 **https://www.barnet.gov.uk/directories/schools**

# Sustainable travel

Barnet Council encourages children and families to consider safe and sustainable ways of travelling to and from school, including walking, cycling, scooting and public transport where appropriate.

Many schools promote active travel through initiatives such as walking, cycling, scooting, park and stride arrangements and other travel schemes. Parents should contact individual schools for information about the activities available.

Further information about sustainable travel and school travel planning is available on the Council's website at: https://www.barnet.gov.uk/schools-and-education/school-meals-travel-and-benefits/school-travel-and-transport/sustainable

## Help with travel costs

**Children in Years 7 – 11 in Secondary Schools**

Most children living in Barnet who attend secondary school will not qualify for assistance with travel costs. This is because a suitable school will usually be available within three miles of their home, either via a safe walking route or through access to free public transport.

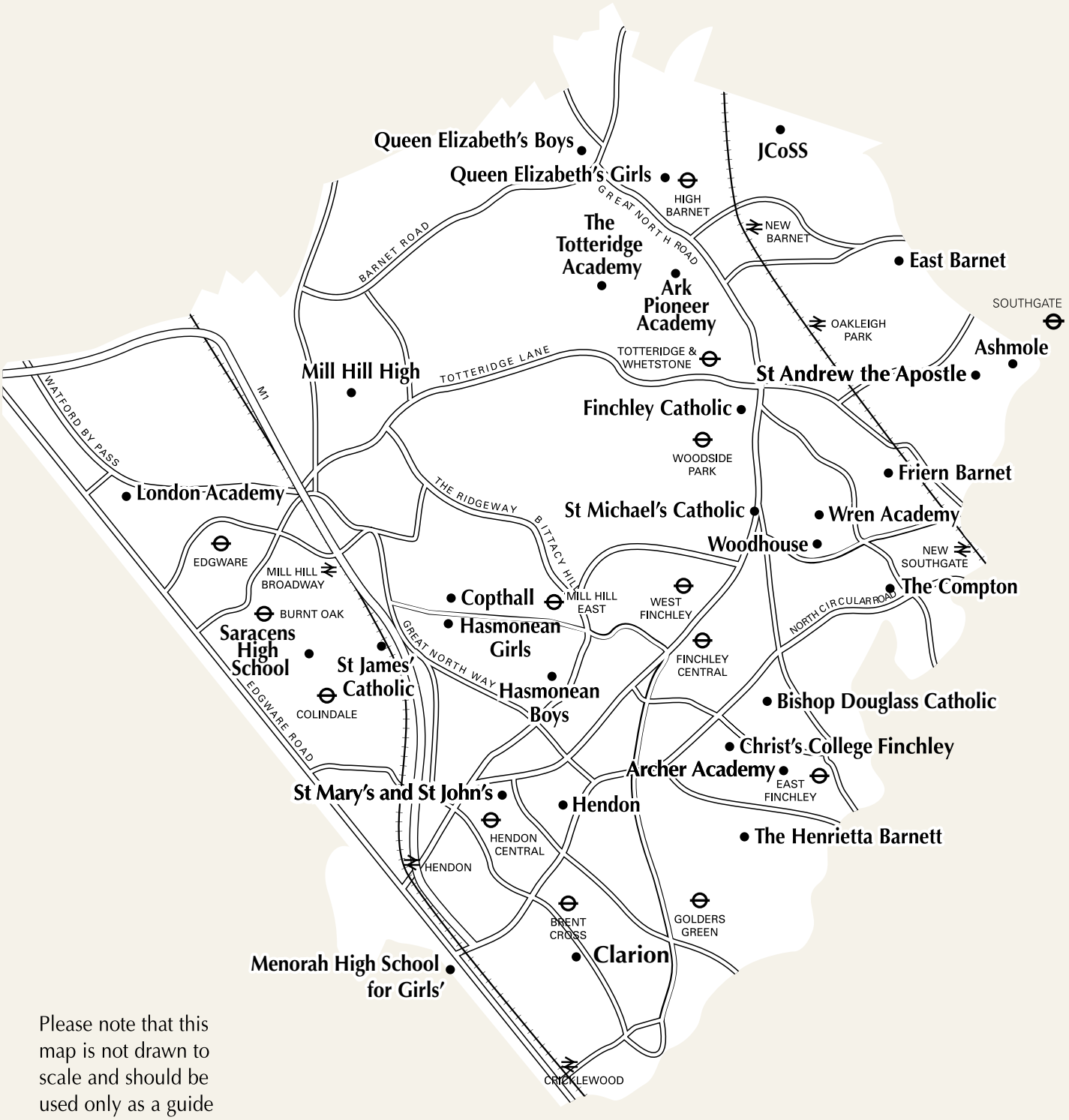
Support with home-to-school travel may be available where:

- the child is entitled to free school meals, or the family receives the maximum level of Working Tax Credit; and the journey to and from school involves costs that create a barrier to attendance; or
- the child is unable to travel to school on foot or by public transport because of exceptional social, medical or mobility needs.

**Please note that meeting one or more of the above criteria does not automatically entitle a child to assistance with travel costs. Each application will be considered individually, taking account of the child's circumstances and the relevant eligibility criteria.**

For more information, please visit: **https://www.barnet.gov.uk/schools-and-education/school-meals-travel-and-benefits/school-travel-and-transport/free-travel**

# 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 2027

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