Westminster

Your choice for secondary education

A guide for parents with children transferring to secondary school in 2015

APPLY ONLINE FOR YOUR CHILD’S SECONDARY SCHOOL PLACE
westminster.gov.uk/admissions
Apply online and save time

Applying online can be done in five easy steps.

**Why apply online?**

- It is quick and easy to do
- It’s more flexible as you can change or delete preferences on your application up until the application deadline of **11.59pm on 31st October 2014**
- You’ll receive an email confirmation once you submit the application
- You can receive reminder alerts to your mobile to make sure your application gets in on time
- You will receive your outcome by email during the evening of **2nd March 2015**. Paper applicants will not receive their outcome until the following morning.
Contacting the School Admissions Team

Westminster City Council School Admissions Team works in partnership with the Royal Borough of Kensington and Chelsea and the London Borough of Hammersmith & Fulham as a joint service.

The tri-borough Admissions Team is based at Kensington Town Hall, Hornton Street, London W8 7NX and can be contacted between 9am-5pm, Monday to Friday.

**Contact details:**

Email: schooladmissions@westminster.gov.uk

Website: westminster.gov.uk/admissions

Telephone: 020 7745 6433

Please note: at busy times, it may be necessary to make an appointment if you need to see a member of the School Admissions Team.
Pan-London co-ordinated admissions system

Every year over 80,000 pupils living in London transfer to secondary schools, many crossing borough boundaries to do so. All 33 London boroughs, together with councils bordering the capital, are signed up to a system to co-ordinate admissions to their secondary schools.

The co-ordinated admissions system means that the majority of parents are offered one of their preferred schools at an earlier stage and few parents receive no initial offer. It is also easy for parents to manage, reducing anxiety for you and your children.

How the system works

Under the pan-London co-ordinated admissions system (PLCAS), all parents must list the schools they want to apply for on their home local authority’s common application form. The schools should be ranked in order of the parents’ preference. This is important, as only one offer will be made and this will be from the highest-ranked school able to make the offer.

The form (either online or paper) is returned to the local authority for the area where the child lives.

The local authorities taking part in the PLCAS then use a secure, computerised system to pass on details of the applications for schools in other areas. They will also co-ordinate the offer of places to make sure that no child is offered more than one school place. The decision on whether a place can be offered will be made by the admissions authority for each school. When a school receives more applications than places available (also referred to as being ‘oversubscribed’), its published admission criteria will be used to decide the order in which applicants will be offered places. Local authorities will not share with the school details of where the school was ranked on the application form and no school will be told about other schools a parent has applied for.

Where a child is eligible to be offered a place at more than one school, the local authority will hold the offer for the highest preference on the common application form and release all other lower-preference offers. These places can then be offered to other applicants. Potential offers are exchanged between local authorities until they are in a position to make the single best offer to parents using all available places. All offers will be made on the same day – 2nd March 2015.
Westminster: Your choice for secondary education
Apply online at westminster.gov.uk/admissions
Image by Jessie, The St Marylebone CE School
Introduction to Westminster’s secondary schools

This brochure is for parents of pupils aged between 11 and 18, focusing on issues for those with children transferring from primary to secondary school. It contains information on how and when to apply for a place, and explains how admission decisions are made.

Secondary schools in Westminster

There are currently 11 maintained secondary schools and Academies in Westminster where there is no charge for education. Five of the schools are denominational or church schools. This means they have a religious foundation, usually Catholic or Church of England.

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Type of school</th>
<th>Boys/girls</th>
<th>Number of places available in September 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Grey Coat Hospital</td>
<td>Academy Church of England</td>
<td>Girls</td>
<td>151</td>
</tr>
<tr>
<td>King Solomon Academy</td>
<td>Academy</td>
<td>Boys and girls</td>
<td>None*</td>
</tr>
<tr>
<td>Marylebone Boys’ School</td>
<td>Free school</td>
<td>Boys</td>
<td>120</td>
</tr>
<tr>
<td>Paddington Academy</td>
<td>Academy</td>
<td>Boys and girls</td>
<td>180</td>
</tr>
<tr>
<td>Pimlico Academy</td>
<td>Academy</td>
<td>Boys and girls</td>
<td>210</td>
</tr>
<tr>
<td>Quintin Kynaston Community Academy</td>
<td>Academy</td>
<td>Boys and girls</td>
<td>210</td>
</tr>
<tr>
<td>St. Augustine’s CE High School</td>
<td>Voluntary aided Church of England</td>
<td>Boys and girls</td>
<td>156</td>
</tr>
<tr>
<td>St. George’s Catholic School</td>
<td>Academy Catholic</td>
<td>Boys and girls</td>
<td>150</td>
</tr>
<tr>
<td>The St Marylebone CE School</td>
<td>Academy Church of England</td>
<td>Girls</td>
<td>150</td>
</tr>
<tr>
<td>Westminster Academy</td>
<td>Academy</td>
<td>Boys and girls</td>
<td>180</td>
</tr>
<tr>
<td>Westminster City School</td>
<td>Academy Christian non-diocesan</td>
<td>Boys</td>
<td>140</td>
</tr>
</tbody>
</table>

*Please note, as Year 6 pupils at King Solomon Academy Primary will automatically transfer to Year 7 in September 2015, there will be no or very few places available at the school for children attending other primary schools. Applicants for the school are therefore strongly advised to also apply for other schools. Any places that do become available will be allocated accordingly to the Academy’s published admissions policy.

Further details about each school are on pages 30-83. In addition, each school issues its own prospectus, available directly from the school. Open days or evenings are one of the best ways to find out more about a school – details of when these take place are on pages 9-10. It is also important to check the admission criteria for each school to assess whether your child is likely to be offered a place.

All other schools providing secondary education in Westminster are independent (private) schools, which may charge fees. Further information about these schools is given on page 88.

Many of the questions parents raise are answered in this brochure, but if you need further information, the council’s School Admissions Team will be pleased to help.
## Key dates

<table>
<thead>
<tr>
<th>Year</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>1st September 2014</td>
<td>You will be able to apply online at westminster.gov.uk/admissions. Paper application forms will be available from the Admissions Team from mid September on request only.</td>
</tr>
<tr>
<td></td>
<td>26th September 2014</td>
<td>Closing date for Performing Arts place applications at St Marylebone CE School.</td>
</tr>
<tr>
<td></td>
<td>15th September – 17th October 2014</td>
<td>Open days and evenings held at Westminster secondary schools.</td>
</tr>
<tr>
<td></td>
<td>31st October 2014</td>
<td>Closing date for applications. If you are applying on a paper form you will need to ensure that it is received by the School Admissions Team by 5pm on the closing date. If you are applying online, you will have up until 11.59pm on 31st October to submit your application.</td>
</tr>
<tr>
<td>2015</td>
<td>2nd March 2015</td>
<td><strong>National offer day.</strong> The School Admissions Team will write to you advising the outcome of your application. Letters will be sent by first class mail. Online applicants will also be notified by email on the evening of 2nd March 2015.</td>
</tr>
<tr>
<td></td>
<td>2nd March 2015 onwards</td>
<td>Any vacancies that arise will be filled from school waiting lists.</td>
</tr>
<tr>
<td></td>
<td>16th March 2015</td>
<td>Deadline for successful applicants to accept or decline their school offer.</td>
</tr>
<tr>
<td></td>
<td>May/June 2015</td>
<td>The secondary school your child has been offered will write to you with information about starting school.</td>
</tr>
<tr>
<td></td>
<td>April – July 2015</td>
<td>Appeals heard by an independent panel.</td>
</tr>
</tbody>
</table>
You should visit all Westminster secondary schools to which you are considering applying. At school open days, you will be given detailed information to help you make this decision. It is also a good opportunity for you to meet pupils and teachers, take a tour of the school and ask any questions you may have.

The Grey Coat Hospital
St. Andrew’s Building, Greycoat Place, SW1P 2DY
Telephone: 020 7969 1998
Monday 22nd September 2014 5 or 6pm
Tuesday 30th September 2014 2pm
Monday 6th October 2014 2pm
Thursday 9th October 2014 5 or 6pm

King Solomon Academy
Penfold Street, NW1 6RX
Telephone: 020 7563 6900
Please refer to school for planned open days

Marylebone Boys’ School
Priory Park Road, NW6 7UJ
Telephone: 020 7932 1179
Thursday 2nd October 9.30-11.30am
Tuesday 7th October 3.30-5pm
Monday 13th October 4-6pm

Paddington Academy
50 Marylands Road, W9 2DR
Telephone: 020 7479 3900
Tuesday 9th October 5-7pm
Friday 10th October 11am-12 noon
Thursday 16th October 11am-12 noon

Pimlico Academy
Lupus Street, SW1V 3AT
Telephone: 020 7828 0881
Tuesday 23rd September 8.40-10am
Wednesday 24th September 8.40-10am
Thursday 25th September 5.30-7pm

Quintin Kynaston Community Academy
Marlborough Hill, NW8 0NL
Telephone: 020 7722 8141
Wednesday 1st October 5.30-7.30pm
Monday 13th October 9.15-10.45am
Tuesday 14th October 9.15-10.45am
Tuesday 21st October 9.15-10.45am
Wednesday 22nd October 9.15-10.45am

St. Augustine’s CE High School
Oxford Road, NW6 5SN
Telephone: 020 7328 3434
Tuesday 23rd September 5-6.30pm
Tuesday 30th September 9.15-10am
Wednesday 1st October 9.15-10am
Thursday 2nd October 9.15-10am

St. George’s Catholic School
Lanark Road, Maida Vale, W9 1RB
Telephone: 020 7328 0904
Tuesday 14th October 9.30-11.30am, 5.30-7.30pm
The St Marylebone CE School
64 Marylebone High Street, W1U 5BA

Telephone: 020 7935 4704

Tuesday 16th September 8.45-10am
Wednesday 17th September 5-7pm
Thursday 18th September 8.45-10am
Friday 19th September 8.45-10am
Wednesday 24th September 8.45-10am
Thursday 25th September 8.45-10am

Westminster Academy
The Naim Dangoor Centre,
255 Harrow Road, W2 5EZ

Telephone: 020 7121 0600

Monday 22nd September 9.30-10.30am
Friday 26th September 9.30-10.30am
Thursday 2nd October 5-7pm
Tuesday 7th October 9.30-10.30am
Wednesday 15th October 9.30-10.30am

Westminster City School
55 Palace Street, SW1E 5HJ

Telephone: 020 7963 6300

Thursday 18th September 5.30-7.30pm
Saturday 20th September 10am-12noon
Thursday 25th September from 9.30 by appointment*
Thursday 2nd October from 9.30 by appointment
Thursday 9th October from 9.30 by appointment*
Thursday 16th October from 9.30 by appointment*

* parents can view the school at any time by appointment arranged with the admissions officer Ms Lin Ellens on 020 7963 6303 or l.ellens@wcsch.com

Apply online at westminster.gov.uk/admissions
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Image by Hiba Mahamad, Yr11, Pimlico Academy
Gathering information

Deciding your school preferences

Before you decide which schools to apply for and your order of preference, we recommend that you read this brochure. Information about Westminster schools is available in the schools information section (see pages 30-83). This section also contains information about the admission arrangements for all schools and Academies in Westminster.

Under the PLCAS, you can also apply for schools outside Westminster. If you decide to apply for a school outside Westminster, you should contact the local authority in which the school is located for further details about the school and its admission arrangements. Each school issues its own prospectus (available directly from the school), which gives further information about the school. We also recommend that you visit the schools that you are interested in. Details about school open days and evenings in Westminster are given on pages 9-10.

You are strongly advised to name at least three schools on the local authority application form and to include at least one of your local community Academies in your preferences. Failure to do so will restrict our ability to offer you a place at a school if your other preferences cannot be met.

Please remember that most schools will receive more applications than there are places. In such cases, they will first give places to children who have the highest priority under the school’s admission criteria.

All schools have their own admission criteria, therefore it is important that you check these criteria to see whether your child is eligible for a place. If applying for a place at a church school on religious grounds, you will be required to provide proof of your church attendance and/or religious commitment on a supplementary form provided by the school. If a school is heavily oversubscribed, meeting the admission criteria for an individual school does not guarantee a place.

Not all schools give priority to children with siblings already attending the school. Making an application for a place at a school does not guarantee a place for your child. Breakdowns of last year’s admissions to each school (for September 2014) are included in the schools section of this brochure. Further information about previous years’ admissions is available by contacting the School Admissions Team.

Please note that the pattern of admissions can vary from year to year, and living within the distance that places were offered in a previous year does not guarantee that a place will be offered in this or future years.

All church schools (and some Academies and foundation schools outside Westminster) have additional supplementary forms to complete, which are available directly from the schools. The schools in Westminster that require you to complete supplementary forms are listed on page 21. If you are applying for a place at one of these schools you must also complete the school’s supplementary form.
Admissions authorities and admission criteria

The admissions authority for each school is responsible for setting its admission arrangements and deciding which children are given priority for a place, in accordance with schools’ published admission criteria.

Details of the admission criteria for Westminster schools are listed at the end of the section for each school. For primary-to-secondary transfer, the offer of places will be co-ordinated by the council under the pan-London co-ordinated admissions system (PLCAS) to ensure that no child is offered more than one school place in the initial allocation round.

You are advised to apply to your nearest Academy or community/foundation school as one of your preferences, to help ensure that your child is offered a suitable school place on 2nd March 2015. As a parent you have a duty to ensure that your child receives appropriate education and you will need to satisfy the council that you have made suitable arrangements for your child’s education from September 2015.

For all schools and Academies in Westminster, the governing body of the school is responsible for deciding which children will be offered the available places, in line with the schools’ admission criteria. When applying to a voluntary aided (church) school, you should consider that:

- church schools usually take church attendance and commitment into consideration
- attendance at a church primary school does not guarantee acceptance at a secondary school of the same denomination.

If you wish to apply for a place on faith grounds at The Grey Coat Hospital, St. Augustine’s CE High School, St. George's Catholic School, The St Marylebone CE School or Westminster City School, you must complete a supplementary form, which is available from the schools and online at westminster.gov.uk/admissions

Failure to do this will mean that the school governors will not be able to fully consider your application against the school’s oversubscription criteria.

Schools outside Westminster

You may also consider schools outside Westminster. Under the PLCAS, Westminster residents can apply for schools anywhere in London on Westminster City Council’s common application form.

Detailed information about schools outside Westminster and their admission arrangements is available directly from the schools and the local authority for the area in which they are situated. Contact details for each of the boroughs neighbouring Westminster are given on pages 90-92. Please remember to check the admission arrangements to assess whether you are likely to be offered a place. You may also be required to complete a supplementary form.

Private/independent (fee-paying) schools

A list of private or independent schools in Westminster is provided on page 88. More detailed information is available from the Independent Schools’ Council (isc.co.uk) and the Independent Schools Directory and Resource (independentschools.co.uk) or directly from schools. You will usually be required to pay fees to attend these schools. These schools do not form part of the PLCAS and you must apply to them directly.
The application form

If you are a Westminster resident you must complete Westminster City Council’s common application form to apply for a secondary school place. We recommend you apply online at westminster.gov.uk/admissions.

On the form, you can express a preference for up to six secondary schools, including schools outside Westminster. You must list them in order of preference. This means you should write your first choice (i.e. the school that you most want your child to go to) at the top of the list, your second choice below that and then continue with all your preferences. If you have any difficulties, please contact the council’s School Admissions Team.

If you wish to apply for a secondary school place in Westminster but are not a Westminster resident, you must complete your own local council’s application form and follow its instructions for submission.

The council will co-ordinate the admission process with the other 33 London boroughs and neighbouring authorities to ensure that no child receives more than one offer of a place at a secondary school in London on 2nd March 2015. The one offer received will be for the highest-preference school for which your child is eligible. It is vital that you put your school preferences in the correct order.

Apply online and save time

Applying online can be done in five easy steps.

Why apply online?

- It is quick and easy to do
- It’s more flexible as you can change or delete preferences on your application up until the application deadline of 11.59pm on 31st October 2014
- You’ll receive an email confirmation once you submit the application
- You can receive reminder alerts to your mobile to make sure your application gets in on time
- You will receive your outcome by email during the evening of 2nd March 2015. Paper applicants will not receive their outcome until the following morning. Please wait until you have received the email before logging onto the pan-London eAdmissions website.
Step by step guide to applying online

To start your online application please visit the website www.eadmissions.org.uk

You can also use the link from the council’s website westminster.gov.uk/admissions

If you experience problems with the form, please call the London Grid for Learning Support line on 020 8255 5555 and choose option 1.

The application should not take any longer than 10 to 15 minutes to complete. Please remember to make a note of your username and password.

Once you have submitted your application you will receive an application reference number that will look like this: 213-2015-09-E-123456. This number confirms that your application has been submitted.

If you decide to apply online, you do not need to complete a paper application form and the closing date for applications is the same.

1. Register

- If you have previously applied using the online system you will be able to log in without the need for registration. Please log in and jump to step 3.
- For new users click on 'Register to apply online' and enter your details including email address.
- Make sure you enter your permanent address. This will be verified against council records.
2. Verify email address
   - You will receive an email with a username and a link. You must click on the link to validate your email address.
   - You will then receive another email containing your username and password to apply online. This email will include a link to the start of the application process.
   - Click start application for new child.

3. Add your child’s details
   - Enter your child’s details. Make sure you enter the information accurately.
   - Make sure that you only apply for a child born between 1/9/2003 - 31/8/2004. If you enter the date of birth wrong you will not be able to progress to the next step.
4. Add your school preferences

- Add your school preferences by first selecting the Local Authority that each school falls within.
- Make sure that you read the schools’ admission criteria on pages 30-83 of this booklet. These criteria will be a guide to the likelihood of your being offered a place at the school(s) you are interested in.
- Select and add the schools you wish to apply for. You can apply for up to six schools.
- For each school selected you will be asked a number of questions (such as whether there is a sibling at the school). Make sure you answer the questions correctly.

5. Submit Application

Check all of the details entered are correct.

- Read the declaration and tick the box to accept it.
- Click the ‘Submit Application’ button.
- Once you have submitted your application you will be able to attach documents.
- You will receive an email confirmation.

You must click the submit button by the closing date of the 31st October 2014. If you do not do this, your application will not be processed.
Completing your application (paper or online)

Details of child

Your child’s name
Please write your child’s name clearly (if applying on a paper form) and use the same name that you have registered with your child’s primary school.

Your child’s date of birth
You should only be applying if your child is currently in Year 6 in primary school and their date of birth is between 1st September 2003 and 31st August 2004. If your child is in Year 6 and does not fall in this birth range, please speak to your primary school headteacher before completing the application.

Your child’s home address
The address you give must be your child’s permanent address on the closing date for applications. See page 16 for further information on your home address and the proof of address required.

Children with an Education, Health and Care Plan or Statement of Special Needs
You do not need to complete an application if your child has an Education, Health and Care Plan or Statement of Special Needs, as there is a separate process that is detailed on page 82. However, if your child is in the process of being assessed you will need to complete an application. It is useful to make us aware so the school that is offered to your child is fully prepared before admission and can plan accordingly to be able to meet your child’s needs.

Your child’s primary school
You must include the name of the primary school your child currently attends. If your child is being educated at home, please state this in the space provided.

Details of parent or carer

Parent/carer details
Only one parent/carer needs to complete this section. If you prefer, you can indicate the name of the ‘other parent/carer’ in the space provided.

Relationship to child
Please indicate your relationship to the child (e.g. mother, father, grandmother, foster carer).

School preferences
You are invited to list up to six preferred schools in order of preference on this application form. You should include all state-maintained schools and Academies (but not fee-paying independent schools) for which you wish to apply, including any schools that are outside the City of Westminster.

You do not have to name six schools but you are strongly advised to name at least three schools on the local authority application form and to include at least one of your local community Academies in your preferences. Failure to do so will restrict our ability to offer you a place at a school if your other preferences cannot be met. You will need to read the admission criteria for the schools to determine what chance you have of gaining a place. Applying for only one school will not improve your chances of being offered a place at that school.

Brothers or sisters attending secondary school
If your child will have a sibling who attends the same secondary school when he/she starts school, he/she may be given priority of admission to that school. It is therefore important that you include the full details of any elder brothers or sisters attending the school in this section, including first name and surname, date of birth, gender (e.g. boy/girl), and their relationship to the child for whom you are applying for a school place.

For most Westminster schools, the term ‘sibling’ is defined as a brother or sister, half-brother or sister, step-brother or sister or adopted/foster brother or sister whose main residence is at the same address and who will be attending the school at the time of admission. This does not include siblings who will have left by the time your child is due to start. Priority is not given to cousins. For other schools and Academies this...
definition and degree of priority may be different. Not all schools give priority to siblings so you will need to check this first.

Other information

Children in public care
(also known as Looked After Children)

Children in public care receive higher priority for a place at schools and Academies. In these circumstances a letter must be provided from the relevant local authority confirming that the child is in public care.

Children previously in public care

Children previously in public care but ceased to be so because he/she was adopted, or became subject to a child arrangements order or special guardianship order also receive higher priority for a place at schools and Academies. In these circumstances, you must provide a copy of the adoption order, child arrangements order or special guardianship order and a letter from the local authority that last looked after the child confirming that he/she was Looked After immediately prior to that order being made.

Exceptional medical, social or other grounds

If you feel there are exceptional reasons for your child to be considered for a priority placement at a particular school, you must indicate this in the area provided and give brief reasons of your case. All requests for priority consideration must be supported by a professional, such as a doctor or social worker (please see page 16 for more detailed information). Please be aware that not all schools have this criteria in their policy, so it is advised you check first.

Children of school staff

Changes in legislation provided schools with the option to give priority to children of staff in their admission criteria. This does not apply to all schools. Please check the criteria for the school you are applying to. Please indicate in this section if applying under this criteria, naming the school you are applying for in the available box. You must also provide supporting evidence from the school.

Declaration and signature of parent or carer

Declaration

If you apply on a paper form you must sign your application form to certify that you have parental responsibility for the child you are applying for. If you provide any false or misleading information on the form or in supporting papers, or withhold relevant information, it may render your application invalid and lead to the withdrawal of an offer of a place.

Data Protection

Westminster City Council will handle the information you provide in line with the Data Protection Act (DPA) and it will be used for school admission purposes. The information will be held in confidence with only the necessary people working within the combined children's services able to access and handle it. The council has a duty under the Children's Act 2004 to work with partners to develop and improve services to children and young people in the area. As such, the council may also use this information for other legitimate purposes and may share information (where necessary) with other council departments and external bodies responsible for administering services to children and young people.

For the purpose of validating proof of address for Westminster resident applications, the Admissions Team will refer to data held by internal council tax records. The council also has a duty to protect the public funds it administers, and to this end it may use the information you have provided on this form for the prevention and detection of fraud. Under the DPA you have the right to make a formal written request for access to personal data held about you or your child. For further information please contact the School Admissions Team.
**Proof of address**

The address you provide must be your child’s permanent address on the close of applications, 31st October 2014. You must not use a business address, childminder’s or relative’s address, or any address other than your home address. Only in circumstances where the relative or carer has legal guardianship, and is the main carer, will a different address be considered as the main residence. Evidence will be requested to support this arrangement.

If you have a genuine 50/50 share care arrangement with your child’s other parent, it will be for you to determine the address that will be used as the main home address for your child’s application. Only one address will be used throughout the application process. If you are in receipt of child benefit, the address of the parent making the claim will be used for the purpose of the application.

You do not need to provide us with documentary evidence of your address other than your council tax reference number (as shown on your annual bill or direct debit statement). If you are not registered to pay council tax, either because you are not liable or have recently moved, you will be asked to provide one or more of the following:

- A mortgage statement/tenancy agreement
- Recent utility bill. If you have moved, your closure bill at your previous address
- Child benefit/Inland Revenue documents (if entitlement applies)
- For members of the UK Armed Forces and Crown Servants, an official letter confirming the address of your quarters. This can be provided before you have relocated in order that your application is not disadvantaged.

If you own or rent more than one property, you should state this in your application. You will also need to provide proof of residence and occupancy for the address at which your child lives most of the time and which is considered to be the main family home.

If you move into a property for a temporary period purely for the purpose of trying to be nearer to a school, we will use your normal, permanent residence for the purpose of processing the application.

You must notify the School Admissions Team if you move address. Your new address will not be updated until proof has been provided. If you move after **12th December 2014**, your address will not be updated as the process for allocating places would have already started. We are able to send you correspondence to your new address, but your application will be processed using the address you submitted at the close of applications.

If it is discovered that the parent/carer/guardian has deliberately provided an address that is not the main residence of the child, any offer made that may have deprived other applicants of a place will be withdrawn. This may also apply if the child has already started in the school. If it is decided not to remove the offer, normally when the child has been on roll for more than one term, any future sibling link will not apply.
Exceptional medical/social needs

All schools have experience in dealing with children with diverse social and medical needs. However, in a few exceptional cases there may be reasons why a child may need to attend a specific school. If you feel there are exceptional reasons for your child to be considered for a priority placement at a particular school, you must indicate this in the area provided in your application, giving reasons to support your case. Please be aware that not all schools have this criterion in their policy, so it is advised you check this first.

All requests for priority consideration must be supported by a professional, such as a doctor or social worker.

It must be made clear in the professional support:
• Which school you are making a special case for
• The reason why it is necessary for your child to attend this school in particular
• The difficulties it would cause if your child attended another school.

It is for you to decide how to support your case and what documents to provide, but these must be submitted by the closing date of 31st October 2014. The School Admissions Team is not responsible for contacting professionals for information about your case, and any decision will be based on documents you submit by the closing date.

For own admissions authority schools, and schools located in other areas, any additional documentation you provide will be passed on for the respective schools’ attention via the secure pan-London system.

The notification date is 2nd March 2015. You will not be advised before this date whether your request for priority is agreed. If priority is not granted, your application will be considered against the remaining criteria for the requested school.

Additional forms to complete

Most voluntary aided and selective schools have an additional supplementary form which you will need to complete. These forms are available directly from schools or from the council’s website and enable school governors to determine whether applicants meet faith or other criteria. If you are applying for a place at one of these schools on faith grounds you must complete the school’s supplementary form as well as the common application form. Failure to do so will mean that the school governors will not be able to fully consider your application against the school’s oversubscription criteria.

Schools in Westminster that require you to complete a supplementary form are listed below. These forms are available directly from the schools and on school websites or at westminster.gov.uk/admissions

If you are applying for schools outside Westminster, you should check with the individual school(s) concerned whether supplementary forms are required.

Westminster schools requiring an additional supplementary form:
• The Grey Coat Hospital
• St. Augustine’s CE High School
• St. George’s Catholic School
• The St Marylebone CE School
• Westminster City School

Westminster schools for which no additional form is required:
• King Solomon Academy
• Marylebone Boys’ School
• Paddington Academy
• Pimlico Academy
• Quintin Kynaston Community Academy
• Westminster Academy
Closing date for applications

The closing date for applications is **Friday 31st October 2014**. Online applications will be accepted up to 11.59pm on this day.

If you prefer to complete a paper form, your completed Westminster City Council application form must be received by the council’s School Admissions Team by 5pm on **31st October 2014**. Make sure you use the correct postage if you return your form through the post. Incorrect postage may delay your application from reaching the School Admissions Team by the closing date.

Westminster City Council’s common application form must be sent to the council’s School Admissions Team only. It should not be sent or copied to any secondary schools or other local authorities.

The closing date for all secondary school applications in London is **31st October 2014**. See pages 90-92 for contact details of neighbouring local authorities.

Change of Preferences

If you wish to change the order of preference of schools listed on your application form, and applied online, you can log back in to your account to change/add/delete preferences up until the closing date of **31st October 2014**. If you did not apply online, you must email schooladmissions@westminster.gov.uk or write to the School Admissions Team before the closing date.

It is not normally possible to accept any changes after the closing date. If you do want to add or change your preferences after this date, you must inform the School Admissions Team as indicated above. However, in most cases of changes submitted after the closing date, new or changed preference schools will normally be considered only after all other applications have been considered.
Applications for children living abroad

Applications submitted by resident families working or temporary living abroad will be processed with all other applicants and must be submitted by the closing date. The address that the child is living at the time of application, and at the closing date, will be used for the purpose of processing. The applicant must inform the Admissions Team on their return in order for the address to be updated. Proof of address and occupancy will be required.

Members of the UK Armed Forces and Crown Servants

Applications submitted for children that may not be living in the area but will be before September, will need to be supported by an official letter confirming the address for the quarters.

Late applications

If you apply after the closing date, your application will only be considered after the offer date: 2nd March 2015. Your child’s name will be added to waiting lists along with unsuccessful applications considered in the initial allocation round.

If there is an exceptional reason for applying after the closing date and before 12th December 2014 – for example, if you have just moved to the area – it may be possible to consider your application with those that were made on time. Other circumstances will be considered and each case decided on its own merit. Examples of reasons that would not be accepted include:

- The failure of a school to remind a parent to apply
- Late return from a family holiday
- Non-receipt of an application form due to postal issues

You are advised to contact the School Admissions Team as soon as possible to make an application.

Children with Special Educational Needs

The majority of children and young people with Special Educational Needs (SEN) or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Westminster City Council ensures that there are arrangements in place within these settings for identifying, assessing and making provision for pupils with SEN. If you believe that your child has a special learning need, it is always advisable to discuss this with the head teacher when you visit the school to which you are thinking of applying. Each school has a budget for meeting the needs of pupils with SEN and will be able to talk to you about the support they provide for children with learning needs and how they will meet your child’s needs. The Local Authority expects mainstream schools to work with parents to track children’s progress and record the outcomes and agreed provision in an SEN support resourced plan.

Some children and young people with SEN or disabilities may need a level or type of support that cannot be provided by a mainstream school and/or within a mainstream school’s budget. For such pupils it may be necessary to carry out an Education, Health and Care needs assessment. The local authority can then decide whether an Education, Health and Care plan should be written, which details how a child’s additional needs will be met. If your child has an Education, Health and Care plan or a statement of Special Educational Needs, the information set out in this booklet relating to the application process does not apply to you. To discuss the arrangements which will need to be made for your child please contact 020 7361 3311.
How decisions are made

The School Admissions Team will process any preferences you have made for Westminster schools and pass on your child’s details to schools that are responsible for their own admissions. If you have applied for schools that are not located in Westminster, your preference(s) will be passed to the local authority that maintains those schools.

At the same time, the School Admissions Team will receive applications for Westminster schools from residents in other local authorities. All these operations will be carried out via the pan-London co-ordinated admissions system.

The order of your preferences is not revealed to the schools. This information is only known by your home local authority and the authority where the schools are located.

If any school has more applicants than places available, the published admissions criteria will be used to decide the order in which applicants will be offered places. The same process is carried out across London. All decisions are made by the same deadline, and relayed back to the home local authority. This co-ordinated process eliminates multiple offers and will result in your child being offered the highest potential school you named in your list of preferences (if an offer can be made).

Examples are shown in the table below:

<table>
<thead>
<tr>
<th>Preference</th>
<th>School</th>
<th>Criteria met?</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>St Marylebone CE School</td>
<td>No</td>
<td>Unsuccessful, can be added to waiting list and can appeal</td>
</tr>
<tr>
<td>2nd</td>
<td>Paddington Academy</td>
<td>Yes</td>
<td>Place offered</td>
</tr>
<tr>
<td>3rd</td>
<td>Holland Park School</td>
<td>No</td>
<td>Withdrawn as higher preference met</td>
</tr>
<tr>
<td>4th</td>
<td>Westminster Academy</td>
<td>Yes</td>
<td>Withdrawn as higher preference met</td>
</tr>
<tr>
<td>5th</td>
<td>Regents High</td>
<td>Yes</td>
<td>Withdrawn as higher preference met</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preference</th>
<th>School</th>
<th>Criteria Met?</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Pimlico Academy</td>
<td>Yes</td>
<td>Place offered</td>
</tr>
<tr>
<td>2nd</td>
<td>Cardinal Vaughan Catholic School</td>
<td>No</td>
<td>Withdrawn as higher preference met</td>
</tr>
<tr>
<td>3rd</td>
<td>Westminster City School</td>
<td>Yes</td>
<td>Withdrawn as higher preference met</td>
</tr>
<tr>
<td>4th</td>
<td>Quintin Kynaston Community Academy</td>
<td>Yes</td>
<td>Withdrawn as higher preference met</td>
</tr>
<tr>
<td>5th</td>
<td>King Solomon Academy</td>
<td>No</td>
<td>Withdrawn as higher preference met</td>
</tr>
<tr>
<td>6th</td>
<td>St. Thomas More Language College</td>
<td>No</td>
<td>Withdrawn as higher preference met</td>
</tr>
</tbody>
</table>

Make sure that you are realistic when deciding your school preferences, as you may not receive an offer at any of your preferred schools if your child does not meet the criteria. That may happen if, for example, you live too far away from the school, or you name an oversubscribed church school but do not attend church and therefore would not meet a high enough priority against the school’s admission criteria. A breakdown of last year’s admissions to each of the schools in Westminster is included in the schools section of this brochure (and will be included in other local councils’ brochures too – you will be able to find these online. Website addresses and contact details can be found on pages 90-92). This information will be useful to you when working out whether your child is likely to be offered a place.
Notifying you of the outcome

All Westminster Council resident applicants will receive a notification letter* with the outcome of their application on 3rd March 2015.

If you made your application online, you will be able to log onto the eAdmissions site using your username and password during the evening of 2nd March 2015 to view the outcome of your application and accept or decline any offer made.

The notification letter will include a reply slip and should only be returned if you did not apply online.

The letter will tell you the following, depending on the outcome of your application:

- the name of the school which can offer you a place. If it is not been possible to offer any of the schools you applied for, the nearest alternative school will be offered to you, if there is one available
- that any preferences for schools listed lower than the school offered have been withdrawn
- how to accept the place that you have been offered. You should not reject the place unless you have a place secured elsewhere and should indicate the name of the alternative school on the reply slip (or online)
- if not offered a school place, why not, and who to contact for further information*
- waiting list and appeal information and who to contact for further details
- the details of schools which have vacancies, if you did not receive an offer for any of your preferences, and you do not want to accept the alternative school offered to you.

* The notification letter does not go into the detail of why a place could not be offered, and can only inform you that your child did not receive a high enough priority in the oversubscription criteria. You will be able to obtain more detailed information from the local authority where the school is located or the school itself if it is voluntary aided. Please contact the Admissions Team (in the first instance), who will be able to advise you accordingly.

Waiting lists

Applicants’ names will automatically be included on waiting lists for schools that have been named as a higher preference than the one offered. For example, if a child has been offered their third preference school, they will be included on the waiting lists for their first and second preference schools. The school or the council’s School Admissions Team may contact you to confirm whether you wish to remain on the waiting list for a particular school. Applicants who apply after the closing date will also be included on waiting lists for schools.

All places on waiting lists are ordered in accordance with the published admission criteria for each school and will be offered to children as vacancies arise. After the initial offer day of 2nd March 2015, school governing bodies will decide who is offered any subsequent vacancies at voluntary aided schools, foundation schools and Academies. In Westminster, King Solomon, Paddington, Pimlico, and Quintin Kynaston and Westminster Academies have delegated this duty to the council’s School Admissions Team. You will be notified of any subsequent offers by your local council.

Please note: A child’s position on a waiting list can go down as well as up. For example, if a new application is received or if a child on the list moves nearer to the school, the waiting list may need to be revised. The offer of a place does not depend on the length of time your child’s name has been on the waiting list.
Appealing against admission decisions

Schools will notify you of their appeal arrangements if your application is unsuccessful. You can make an appeal to each school for which you have made an unsuccessful application. Appeals are heard by an independent panel. The school will explain to the panel why a place could not be allocated to your child. You will then need to persuade the panel that the school’s published admission arrangements were not correctly applied or that there are special reasons why your child should be given a place even though the school is full.

More detailed information about admission appeals is available at westminster.gov.uk/admissions
Guidance will also be provided with your appeal form should you decide to pursue this right.

Coram Children’s Legal Centre provides free, independent advice on the admissions process and legal advice on education issues. You can call **08088 020 008**, Monday to Friday from 8am-8pm, for advice, or visit childrenslegalcentre.com for more details.

Making final arrangements for transfer

The head teacher of the secondary school at which your child has a place will invite you to visit the school before the end of the summer term 2015. You will have the opportunity to look around the school and to discuss questions such as school uniform, books, travel arrangements, midday meals and possible financial help.

By the start of the summer holidays, the arrangements for your child’s transfer to a new school should have been completed so that he or she can look forward to starting there in September.
Westminster: Your choice for secondary education
Apply online at westminster.gov.uk/admissions
Image by student at Westminster Academy
Does the law guarantee my child a place in the school of my choice?

No. The law says that parents may express a preference for any school. However, if more parents express a preference for a school than the number of places available, there has to be an order of priority to decide which children to admit. The law allows parents to appeal to an independent panel if their child is refused a place at a school of their preference.

Am I more likely to get the school that I named as my first preference?

Preferences for schools are considered together and equally against the school’s published admission criteria, regardless of the preference order on your application form. The rank or order of your preference will only be used if it is possible for your child to be potentially offered more than one of your preferred schools. If this is the case, the offer will be made for the school that you ranked highest. Any lower preferences that could have been offered will automatically be withdrawn, as only one offer will be made for each child on offer day. It is therefore important that you list the schools on your form in order of your preference.

Will a school know where I listed them on my application?

No. All applications are treated equally against the school’s published admission criteria. Schools are not provided with the preference order, as it has no relevance to the decision-making process.

Does my child have priority for a school place in the borough that I live in?

No. It is against the law for boroughs to give priority to their own residents. However, many schools do give a degree of priority to those living nearest the school.

I want to change my preferences. What do I do?

If you have applied online, you will be able to log back into your application up until the closing date to make changes. You must remember to re-submit your application.

If you want to change your preferences before the closing date and have completed a paper application
form, you will need to put your new order of preference in writing to the School Admissions Team or email your child’s details, with the changes you want to make, to schooladmissions@westminster.gov.uk

If you change preferences after the closing date, they will be treated as late and will not be considered until after all on-time applications have been considered. Preferences will not be changed as a result of verbal conversation.

I live in Westminster, but will be moving outside of London and want to apply for schools there. What do I do?

As long as you are living in the Westminster before the closing date, you can still complete our application form and name the schools in the area you are moving to. This information cannot be transferred via the pan-London system, but we are able to pass your request to the council you will be moving to by a secure transfer system. You must check the admission criteria for the schools you apply for as your child may need to attend tests.

The distance that you have calculated from my home to the school is further away than the distance I have calculated on a measuring system I used on the internet. What do I do?

The council’s geographical measuring system is used for calculating all applicants’ distances from home to Westminster schools. Distances measured by other means – e.g. private car, pedometer or internet – are likely to be calculated on a different basis and should not be relied upon as evidence that the council’s distance calculation is incorrect. The council’s measurement system is designed to be reliable and consistent, and is used for all applications.
The Grey Coat Hospital

Basic information

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Siân Maddrell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>St. Andrew’s Building, Greycoat Place, London, SW1P 2DY</td>
</tr>
<tr>
<td></td>
<td>St. Michael's Building, 98 Regency Street, London, SW1P 4GH</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7969 1998</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:info@gch.org.uk">info@gch.org.uk</a></td>
</tr>
<tr>
<td>Website</td>
<td>gch.org.uk</td>
</tr>
<tr>
<td>Nearest Tube station(s)</td>
<td>St. James’s Park (Circle and District lines)</td>
</tr>
<tr>
<td>Bus routes</td>
<td>11, 24, 88, 148, 211, 507</td>
</tr>
<tr>
<td>Type of school</td>
<td>Church Of England Academy, girls</td>
</tr>
<tr>
<td>Ages</td>
<td>11-19</td>
</tr>
<tr>
<td>DFE number</td>
<td>2134628</td>
</tr>
<tr>
<td>Number of pupils to be admitted in September 2015</td>
<td>151</td>
</tr>
</tbody>
</table>

Allocation of places for Year 7 in 2014

Number of places available: 151

Applications received (by 31st October 2013 closing date): 1,040

Analysis of offers made in initial round (3rd March 2014)

<table>
<thead>
<tr>
<th></th>
<th>Church of England</th>
<th>Other Christian</th>
<th>Open places</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>20</td>
<td>7</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>Band 2</td>
<td>40</td>
<td>14</td>
<td>14</td>
<td>68</td>
</tr>
<tr>
<td>Band 3</td>
<td>20</td>
<td>7</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>Language places</td>
<td>80</td>
<td>28</td>
<td>28</td>
<td>151</td>
</tr>
</tbody>
</table>

Admission appeals in previous years

2014 33 heard – 2 upheld
2013 50 heard – 2 upheld
2012 39 heard – 2 upheld

How to apply

For secondary transfer 2015, applicants must name the school as a preference on the common application form of the local council where they live and complete the school’s supplementary form. Applicants must also take an assessment test to enable them to be placed in an ability band to ensure a comprehensive intake.
Aims

The aim of The Grey Coat Hospital is to enable girls to take charge of their learning, make decisions based on Christian values, live in the world as independent women and meet the challenges of the 21st century.

We are dedicated to the development of the whole person through the creation of opportunities for girls to develop their talents and strengths. The Grey Coat Hospital has strong links with local churches, including Westminster Abbey, and all girls study religious education to GCSE level. The school chaplain takes weekly voluntary communion services.

Focus on the classroom

The Grey Coat Hospital became a specialist language college in 2002 focusing on language learning as well as developing a knowledge and understanding of other countries and cultures and an international approach. All students are expected to study two languages at Key Stage 3 and must continue at least one to GCSE. Many study two languages at this level, and there is the option to take up a third language in Year 10 or in the sixth form. The school admissions policy reflects this specialism.

A wide range of subjects is offered throughout the school. Girls are encouraged to succeed in all areas of the curriculum and are rewarded by good results in their public examinations. The high standards of teaching, learning and achievement at The Grey Coat Hospital have been recognised by the Department for Education and the school has been awarded Beacon status. Seventy five percent of students continue their studies in the sixth form, which is co-educational.

Focus on the outside world

A variety of physical activities is offered to all girls, and the school has a very successful sporting record, which is recognised by the Sportsmark Award. The Grey Coat Hospital regularly wins local, regional and national sports competitions, and a number of girls have been selected to play for England. Sports classes and competitions, plays and musical productions, clubs, societies and events for charity all help to broaden students’ experiences. Music flourishes throughout the school, with many students performing in choirs and instrumental groups with successes at a national level.

The Grey Coat Hospital also provides students with stimulating experiences beyond school, including exchanges with schools in France, Germany and Japan and trips to Spain. The majority of students in Years 8 to 10 are expected to take part in a residential language exchange and/or trip abroad. Many students in Years 9 to 12 are working towards the bronze, silver and gold levels of the Duke of Edinburgh’s Award scheme.

Work experience is popular with Year 10, and students in Years 12 and 13 take part in a programme of work shadowing. In addition, girls in Year 9 participate in the Take Your Daughters to Work scheme. This outstanding programme has earned the school the platinum award for Excellence in Work Related Learning.

Inclusion/special needs

The Grey Coat Hospital has a fully inclusive approach and provides support for students with special educational needs in accordance with the Code of Practice.

Behaviour and welfare

The behaviour policy at The Grey Coat Hospital aims to foster a growing sense of self-discipline and awareness of others. We believe in the provision of a clearly structured pastoral care programme – students appreciate security in a purposeful and positive environment. Uniform is strictly enforced in Years 7 to 11.

Linking home to school

The Grey Coat Hospital supports and expects parents’ interest in their daughters’ education. There are many opportunities to meet staff and other parents during the school year, academically and socially. Parents are asked to support students’ work at home and to sign school diaries each week.
Section one
This section should be read by everyone thinking of applying for a place at The Grey Coat Hospital.

1.1 The Grey Coat Hospital is a voluntary aided Church of England Comprehensive Academy for girls, which has a special relationship with Westminster Abbey.

1.2 In September 2015, the Published Admission Number (PAN) for entry into Year 7 will be 151 (one hundred and fifty one) girls, who will be within the full range of ability and from a wide range of backgrounds.

1.3 Girls admitted to The Grey Coat Hospital are required to abide by school regulations and to co-operate with the staff on matters of attendance, discipline, homework and dress.

1.4 Parents are invited to attend the annual Abbey Service with the school and are expected to encourage their daughters to contribute to, and benefit from, the school’s Christian and Church of England tradition as well as abiding by school regulations.

1.5 Applicants are strongly urged to visit The Grey Coat Hospital on one of the open days so that they may learn as much as possible about the school and its ethos.

1.6 The Grey Coat Hospital is participating within co-ordinated admission arrangements with other secondary schools in Westminster.

1.7 Governors may offer a place to an applicant who has an exceptional medical, social or educational need for a place at The Grey Coat Hospital. Applications will only be considered under this category if they are supported by a written statement from a medical consultant, senior social worker or other appropriate professional provided at the point of application. In each case, there must be a clear connection between the applicant’s need and The Grey Coat Hospital and an explanation of the difficulties that would be caused if the applicant were to attend another school.

1.8 In the event of oversubscription, places will be allocated in accordance with sections 2 – 5 below.

Section two – Language places
If you are applying for a Language place, please read the following section.

Admissions Criteria – Language Places
Up to 15 (fifteen) places of the PAN (Published Admissions Number) will be offered to applicants solely on the strength of their aptitude for languages as shown by a test given for this purpose on the languages aptitude test day. The languages aptitude test day is towards the end of the summer term of Year 5. It is in advance of the completion of the common application form and is on a different day to the banding assessment day. The languages assessment is for applicants who are applying for a language place. No previous knowledge of a foreign language is expected or required. No other criteria for admission apply to these fifteen places.

If it is necessary to decide between applicants who have an equal score in the language aptitude test, the Governors will apply the following tie breaker:

Where the order of priority is otherwise equal, preference will be given to a child who lives the shortest distance from the school. Home address is defined as the address at which the child resides for 50% or more of the school week. Distances are 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 pupils, as measured by the Local Authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order. Where it is necessary to further differentiate between applicants living the same distance from the school, priority will be decided by random allocation.
Where fewer than 15 Language Places are allocated, any remaining places will be added to the total number of open places available.

**Section three - Banding**

**If you are applying for a Church of England place, an Other Church place (Churches Together in Britain and Ireland or Evangelical Alliance), or an open place, please read this section.**

To fill the remaining 136 places (excluding Language places) and to ensure a balanced intake from all ability ranges, all girls must sit a literacy and non-verbal reasoning test on assessment day.

The Governors will refer to the results of the literacy and non-verbal reasoning tests and place all of the applicants into three ability bands based on their results. The Governors will allocate the 136 remaining places on the following basis:

- 25% to applicants of above average ability (Band 1 - the top band);
- 50% to applicants of average ability (Band 2 - the middle band);
- 25% to applicants of below average ability (Band 3 - the lower band).

<table>
<thead>
<tr>
<th></th>
<th>Church of England Places</th>
<th>Other church places</th>
<th>open places</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1 (25%)</td>
<td>22</td>
<td>7</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>Band 2 (50%)</td>
<td>44</td>
<td>14</td>
<td>10</td>
<td>68</td>
</tr>
<tr>
<td>Band 3 (25%)</td>
<td>22</td>
<td>7</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>Total (100%)</td>
<td>88</td>
<td>28</td>
<td>20</td>
<td>136</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>28</td>
<td>20</td>
<td>136</td>
</tr>
</tbody>
</table>

Where, after all applicants have been offered a Church of England place, other church place or open place within their band, and one or more of the bands is undersubscribed, the places remaining in that band will be allocated using the same order of priority and tie breaker as for open places, but without reference to which band into which the applicant falls.

Where there is under-subscription for open places, the extra places will be treated first as Church of England places and secondly as other church places.

**Section four – Admissions criteria**

**If you are applying for a Church of England place, or an other church place (Churches Together in Britain and Ireland/Evangelical Alliance), please read this section.**

4.1 To fill places other than Language places and to ensure a balanced intake, the Governors will refer to the results of literacy and non-verbal reasoning tests given on assessment day. Consequently, applicants must sit the assessment test on assessment day. Applicants will have been placed into three ability bands and the Governors will allocate 25% of these places to girls of above average ability (the top band), 50% to girls of average ability (the middle band) and 25% to girls of below average ability (the lower band).

4.2 Once applicants have been placed in a band, Governors will allocate church places as follows:

**Church of England places**

Up to 88 places will be given to girls from practising Church of England families living in the area covered by the "Dioceses of London and Southwark. "Practising Church of England families" is defined in paragraphs A-E below in that order of priority. Applications must be supported by a clergy reference. First priority will be given to Looked After Children+ and previously Looked After Children* who need to comply with one of the categories from A-E below. After this, priority will be given to sisters* of current Grey Coat pupils who are of compulsory school age at the time the application is made and who will be on roll in years 7 to 11 at the school at the time of admission. Sisters need to comply with one of the categories A-E below. Other applicants in this section will be ranked according to the categories at A to E below in that order.
Other churches (Churches Together in Britain and Ireland or Evangelical Alliance) Places

Up to 28 places will be given to girls from families active in other churches which are full members of Churches Together in Britain and Ireland or the Evangelical Alliance and who live in the area of the ¹Dioceses of London and Southwark. “Families active in other churches which are full members of Churches Together in Britain and Ireland or the Evangelical Alliance” is defined in paragraphs A-E below in that order of priority. Applications must be supported by a clergy reference. First priority will be given to Looked After Children+ and previously Looked After Children+ who need to comply with one of the categories from A-E below. After this, priority will be given to sisters* of current Grey Coat pupils who are of compulsory school age at the time the application is made and who will be on roll in years 7 to 11 at the school at the time of admission. Sisters need to comply with one of the categories A-E below. Other applicants in this section will be ranked according to the categories at A-E below in that order.

In establishing family church commitment, only family members living together at one address and who have legal responsibility for the child will be taken into account. Assessing the commitment of the child and her family will be carried out as follows:

A: Weekly church attendance for at least five years

Weekly church attendance for at least five years (weekly is 40 or more weeks a year i.e. usually weekly with allowances for holidays and illness) and:

Applicants and their parent will need to meet all of the criteria below:

Parent (all criteria must be met)
- Weekly church attendance for at least five years
- Parent being a communicant member of the church
- Parent on the church's electoral or other membership roll

Child (all criteria must be met)
- Weekly church attendance for at least five years either in Sunday school (including other activities in church taking place during the church service) or in church with parent/guardian if no Sunday school exists at the church attended
- Baptism of child or alternative to baptism in traditions where children are not baptised (e.g. dedication)

B: Weekly church attendance for under five years but at least two years

If there are insufficient candidates to fill the places available in a category after the ‘five year weekly’ church attendance rule has been applied, applicants will be considered from those who have under five years, but at least two years, weekly church attendance (weekly is 40 or more weeks a year i.e. usually weekly with allowances for holidays and illness) and:

Applicants and their parent will need to meet all of the criteria below:

Parent (all criteria must be met)
- Weekly church attendance for under five years, but at least two years
- Parent being a communicant member of the church
- Parent on the church’s electoral or other membership roll

Child (all criteria must be met)
- Weekly church attendance for under five years, but at least two years either in Sunday school (including other activities in church taking place during the church service) or in church with parent/guardian if no Sunday school exists at the church attended
- Baptism of child or alternative to baptism in traditions where children are not baptised (e.g. dedication)

C: Fortnightly church attendance for at least five years

If there are insufficient candidates to fill the places available in a category after the ‘under five years but at least two years’ church attendance rule has been applied, applicants will be considered from those who have fortnightly church attendance for at least five years (fortnightly is at least 20 weeks a year i.e. usually fortnightly with allowances for holidays and illness) and:
Applicants and their parent will need to meet all of the criteria below:

**Parent** (all criteria must be met)
- Fortnightly church attendance for at least five years
- Parent being a communicant member of the church
- Parent on the church’s electoral or other membership roll

**Child** (all criteria must be met)
- Fortnightly church attendance for at least five years either in Sunday school or in church (including other activities in church taking place during the church service) with parent/guardian if no Sunday school exists at the church attended
- Baptism of child or alternative to baptism in traditions where children are not baptised (e.g. dedication)

**D: Fortnightly church attendance for under five years but at least two years**

If there are insufficient candidates to fill the places available in a category after the ‘five years fortnightly’ church attendance rule has been applied, applicants will be considered from those who have under five years but at least two years fortnightly church attendance (fortnightly is at least 20 weeks a year i.e. usually fortnightly with allowances for holidays and illness) and:

Applicants and their parent will need to meet all of the criteria below:

**Parent** (all criteria must be met)
- Fortnightly church attendance for under five years, but at least two years
- Parent being a communicant member of the church
- Parent on the church’s electoral or other membership roll

**Child** (all criteria must be met)
- Fortnightly church attendance for under five years, but at least two years either in Sunday school (including other activities in church taking place during the church service) or in church with parent/guardian if no Sunday school exists at the church attended
- Baptism of child or alternative to baptism in traditions where children are not baptised (e.g. dedication)

**E: Occasional church attendance for at least two years**

If there are insufficient candidates to fill the places available in a category after the ‘under five years but at least two years fortnightly’ church attendance rule has been applied, applicants will be considered from those who have occasional church attendance for at least two years and:

Applicants and their parent will need to meet all of the criteria below:

**Parent** (all criteria must be met)
- Occasional church attendance for at least two years
- Parent being a communicant member of the church
- Parent on the church’s electoral or other membership roll

**Child** (all criteria must be met)
- Occasional church attendance for at least two years either in Sunday school (including other activities in church taking place during the church service) or in church with parent/guardian if no Sunday school exists at the church attended
- Baptism of child or alternative to baptism in traditions where children are not baptised (e.g. dedication)

If there are still insufficient candidates after all of the above criteria have been applied, applicants will be added to the open place category.

If it is necessary to decide between applicants who have equal claims to a place under one of the above criteria in any band, the Governors will apply the following tie breaker:

Where the order of priority is otherwise equal, preference will be given to a child who lives the shortest distance from the school. Home address is defined as the address at which the child resides for 50% or more of the school week. Distances are 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 pupils, as measured by the Local Authority’s
computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order. Where it is necessary to further differentiate between applicants living the same distance from the school, priority will be decided by random allocation.

Section five – Admissions criteria

Open places

No faith based criteria apply to open places.

5.1 To fill places other than Language places and to ensure a balanced intake, the Governors will refer to the results of literacy and non-verbal reasoning tests given on assessment day. Consequently, applicants must sit the assessment test on assessment day. Applicants will have been placed into three ability bands and the Governors will allocate 25% of these places to girls of above average ability (the top band), 50% to girls of average ability (the middle band) 25% to girls of below average ability (the lower band).

5.2 Once applicants have been placed in a band, Governors will allocate open places as follows:

Up to 20 places will be open places (where no religious criteria apply). Applications will be ranked in this order of preference:

First priority will be given to Looked After Children+ and previously Looked After Children+. After this, priority will be given to sisters* of current Grey Coat pupils who are of compulsory school age at the time the application is made and who will be on roll in years 7 to 11 at the school at the time of admission. Priority will then be given to:

(i) applicants whose home address is within the geographical area° which makes up the parishes of St Margaret’s, Westminster, St Matthew’s, Westminster and St Stephen with St John, Westminster.

(ii) applicants whose home address is within the geographical area° which makes up the parishes of St Margaret’s, Westminster, St Matthew’s, Westminster and St Stephen with St John, Westminster.

(iii) any other applicant

If it is necessary to decide between applicants who have equal claims to a place under one of the above criteria in any band, the Governors will apply the following tie breaker:

Where the order of priority is otherwise equal, preference will be given to a child who lives the shortest distance from the school. Home address is defined as the address at which the child resides for 50% or more of the school week. Distances are 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 pupils, as measured by the Local Authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order. Where it is necessary to further differentiate between applicants living the same distance from the school, priority will be decided by random allocation.

Section six – Admission procedures

This section applies to anyone wishing to apply for a place at The Grey Coat Hospital regardless of the category.

6.1 Applicants must complete the school’s supplementary information form which should be sent back to the school. Applicants must complete the identification form with a passport sized photograph attached (for identification purposes for the assessment tests only). Applicants should state on the supplementary information form under which categories they are applying:

- Languages places
- Church of England places
- Other church places (Churches together in Britain and Ireland or Evangelical Alliance)
- Open places
Those unsuccessful in one category may be considered for another appropriate category. For example, those applying for a languages place will be considered under the Church of England category if they meet the criteria as outlined above. Those who do not submit the supplementary information form will only be considered for an open place.

6.2 Those applying for a Church of England place and those applying for an other church (Churches Together in Britain and Ireland or Evangelical Alliance) place should provide their church with a clergy reference form which should be completed and sent to the school by the clergy. If references are required from more than one member of the clergy, please ask for additional forms. Those who do not return a clergy reference form will only be considered for an open place.

6.3 If, as is customary, there are more applications than places, the admissions criteria explained in sections 2 - 5 above will determine which applicants are to be offered places. The same procedures will be applied when there are applicants for casual vacancies that arise in Years 8 to 11.

6.4 Applicants must attend the Assessment Test at our St Michael’s building in December 2014. In cases where there is a proven legitimate reason for not being able to sit the assessment test on assessment day, the school will use predicted Key Stage 2 levels provided by the applicant from their current school to determine into which band the applicant falls. Those who do not sit the test will need to provide evidence from their Primary School of their ability level.

6.5 Applicants who are applying for a languages place must have attended the language assessment test at our St. Michael’s building. Language Aptitude Test date was on Thursday 26 June 2014. Those who did not sit the test will not be considered for a languages place. The outcome of the languages test will be communicated by letter early in October 2014.

Please note:
Applicants with an Education, Health and Care Plan or signed Statement of Educational Needs (SEN) which names The Grey Coat Hospital will be placed at the school via the SEN process, as set out in Children and Families Act 2014.

For in-year admissions the above process and criteria apply with the exception of the banding assessment and the language aptitude test which are not required.

Explanatory notes

+ A Looked After Child is one who is in the care of the local authority or being provided with accommodation by a local authority in the exercise of their social services functions. A previously Looked After Child is one who was looked after but, immediately after being looked after, was made the subject of an adoption, child arrangement or special guardianship order.

* Sisters mean children who reside together at the same address and who have at least one parent in common by birth or legal adoption, or resides with the applicant and is their step-sister or foster sister.

° A map of the geographical area which makes up the parishes of St. Margaret’s, Westminster, St. Matthew’s, Westminster and St. Stephen with St. John, Westminster is available on the school website gch.org.uk and is issued at open events.

¹ A map of the Dioceses of London and Southwark is available on the school website gch.org.uk and is issued at open events.
King Solomon Academy

### Basic information

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Max Haimendorf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Penfold Street, London, NW1 6RX</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7563 6900</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:office@kingsolomonacademy.org">office@kingsolomonacademy.org</a></td>
</tr>
<tr>
<td>Website</td>
<td>kingsolomonacademy.org</td>
</tr>
<tr>
<td>Nearest tube station(s)</td>
<td>Edgware Road (Bakerloo, Circle, District and Hammersmith &amp; City lines)</td>
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<tr>
<td>Bus routes</td>
<td>2, 6, 16, 18, 27, 36, 98, 139, 189, 205 and 414</td>
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### Allocation of places for Year 7 in 2014

Number of places available: 0*

Applications received (by 31st October 2013 closing date): 431

Analysis of offers made in initial round (3rd March 2014)

- Children with Statements of Special Educational Needs: 0
- Looked After Child: 0
- Children with a sibling at the Academy: 0
- Children living closest to the Academy: 0

### Admission appeals in previous years

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>2014</td>
<td>2 heard – 0 upheld</td>
</tr>
<tr>
<td>2013</td>
<td>15 heard – 0 upheld</td>
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<td>2012</td>
<td>15 heard – 0 upheld</td>
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### How to apply

For secondary transfer 2015, applicants must name the Academy as a preference on the common application form of the local council where they live.

*As Year 6 pupils at King Solomon Academy will automatically transfer to Year 7, there will be no or very few places available at the school for children attending other primary schools. Applicants for the school are therefore strongly advised also to apply for other schools. Any places that do become available will be allocated according to the Academy’s published admissions policy.
Admissions policy

Where the Academy is named on a pupil’s Statement of Special Educational Needs or Education Health and Care Plan, that child will be admitted by the Academy.

If the number of applications for admission to either the primary or secondary school is greater than the published admissions number, applications will be considered against the criteria and order set out below:

a) Looked After Children and Children who have been previously looked after (pursuant to the Admissions Code)

b) Children of staff at the school where there is a demonstrable skill shortage. Children of members of staff will have priority in the oversubscription criteria if the staff member is filling a post for which there is a demonstrable skill shortage. ARK Schools is required to approve the Principal’s designation of such posts and confirm the assessment that a member of staff appointed meets the requirements of the shortage. Priority will be limited to one place for each form of entry in any year.

c) Children who at the time of the admission have a sibling who attends the Academy. For this purpose “sibling” means a whole, half or step-brother or sister or an adopted child resident at the same address. In respect of applications to the primary school, the fact that an applicant has a sibling attending the nursery school will not be a factor giving rise to priority. In the case of multiple births or brothers and sisters in the same year group, where there is only one place available in the Academy, both will be considered together as one application.

d) Children of staff in the school where there is no demonstrable skill shortage, priority may be given where the Academy is oversubscribed to a child of a person who will have been employed in the Academy for two or more years at the time the application for admission is made. Priority will be limited to one place for each form of entry in any year.

e) Distance measurement. A child’s home will be the address at which the child normally resides and which has been notified to the Academy and other relevant agencies as being the child’s normal place of residence.

i) In those cases where the relevant local authority measures distance on behalf of ARK Schools, the method they adopt for measurement and also selection between equal applicants and those living in flats will apply.

ii) In those cases where ARK Schools is required to carry out the measurement itself priority will be given to those children who live closest to the school using a straight line measurement taken from Ordinance Survey Data from the Academy building’s main reception to the main entrance of the child’s home. Where a child resides in a block of flats, the distance will be measured from the Academy building’s main reception to the main entrance of the building in which the flats are located.

Tie breaker: If ARK Schools is unable to distinguish between applicants using the published criteria, including those who live in blocks of flats with the same building entrance, places will be offered via a random draw which will be supervised by someone independent of the Academy.

Post 16 oversubscription criteria

12. Where the sixth form is oversubscribed, priority will be given to those qualifying applicants i) with SEN, where the Academy on the EHC Plan or Statement, followed by ii) eligible Looked After Children or former eligible Looked After Children. Other criteria for priority will be published on the Academy website.

Note

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 function at the time of making an application to a school. Previously Looked After Children are children who were looked after, but ceased to be so because they were adopted or became the subject of a child arrangement order or special guardianship order.
Marylebone Boys’ School

Basic information

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Richard Ardron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Priory Park Road, London, NW6 7UJ (temporary address)</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7932 1179</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:info@maryleboneschool.org">info@maryleboneschool.org</a></td>
</tr>
<tr>
<td>Website</td>
<td>maryleboneschool.org</td>
</tr>
<tr>
<td>Nearest tube station(s)</td>
<td>Kilburn Park (Bakerloo), Kilburn High Road (Overground), Kilburn (Jubilee)</td>
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<td>Bus routes</td>
<td>16, 32, 98, 189, 206, 328</td>
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<td>Ages</td>
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<td>DFE number</td>
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Allocation of places for Year 7 in 2014

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<tr>
<td>Total</td>
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Admission appeals in previous years

2014  None

How to apply

For secondary transfer 2015, applicants must name the school as a preference on the common application form of the local council where they live. Applicants are also required to take an assessment test to enable them to be placed in an ability band.
Marylebone Boys’ School emphasises good behaviour, commitment to learning and outstanding teaching. We believe that a good relationship and understanding between staff and parents/carers is vital to create an atmosphere in which boys are able to enjoy learning and find it exciting. Parents and carers are expected to sign a Home School Agreement undertaking to support their child’s learning and behaviour by ensuring punctual attendance, allowing time for study at home when necessary, and giving praise for progress. This is a school for children who understand that they have to do their homework and work hard in class. It is a school where pupils need to show a positive attitude towards learning. High-achieving children are provided with extra challenges and enrichment by experienced staff. Expectations are high for all pupils: those who need extra time and support will be helped to achieve their full potential.

We aim to cultivate an atmosphere in which the traditional values of courtesy and integrity are emphasised to create an orderly and calm environment. Based as we are in a multicultural city, we teach tolerance for all, respect for the individual and expect the highest moral standards.

The boys will be taught in five classes in Year 7. Thanks to Marylebone Boys’ School’s status as a free school, set up by parents and directly funded by the Department for Education, it is able to operate an extended school day. This normal school day runs from 8.30am to 5pm Monday to Thursday and runs from 8.30am to 3pm on Fridays. This flexibility will allow the school to offer a wide range of sports and after school clubs, as well as providing space in the school day for children to stay on site and do their homework in a supportive environment.

Westminster City Council’s modern sports facilities at Paddington Recreation Ground and Jubilee Sports Centre give our boys opportunities for sport and are used to the full.

Teaching – National Curriculum and much more

The school teaches the National Curriculum, but seeks to go beyond it in order to enrich pupils’ learning. Our staff focus on the core mainstream academic subjects – English, maths, science, history, languages and geography – and also teach Latin and philosophy. Latin and philosophy for children are used to underpin our commitment to logical thinking and the clear expression of ideas, as well as enriching the curriculum for high achievers. From the start, we weave the skills which top universities and employers expect into our teaching, including articulate self-expression and confident, independent thought underpinned by logical argument.

A high proportion of children in Westminster speak English as an additional language, so every teacher is a literacy teacher, aiming for the highest standards of spoken and written English.

Making the most of central London

Operating in central London allows Marylebone Boys’ School to take advantage of the world-class museums, theatres, galleries and concert halls concentrated here. Staff are encouraged to use these resources to make their teaching exciting.

A free school, free to innovate to achieve high standards

Marylebone Boys’ School is a free school. Free schools are a relatively new type of school. They are similar to academies in that they are independent of local council control. They are set up by groups of parents and other volunteers or companies and funded directly from central government. Parents do not pay anything to send their child to a free school. Groups running free schools do so to improve education in their area, and are not allowed to make any profit.

Free schools are open to pupils of all abilities and are not academically selective, except for sixth form entry. We operate an ability banding test to ensure we take a balanced intake based on who applies. It is our aim to teach academic subjects in smaller groups of around 24 on average, so that we can target support and challenge more easily. Teaching methods will include the creative application of technology, competition, the use of humour and other techniques that are especially relevant to boys and suit their learning style.

We plan to open our mixed sixth-form in September 2016. This will help us attract top-quality teachers who enjoy the challenge of teaching A-levels.
Admissions policy

Banding
We want a balanced intake which is representative of the ability of those applying each year for places. To achieve this we operate a banding system and applicants are required to take an assessment test to enable them to be placed in an ability band. If in exceptional circumstances and at the discretion of the headteacher your son can not attend on the assessment day, predicted SATs or other relevant evidence may be considered. It will be up to you to provide such other evidence. Pupils who are looked after or previously looked after are also required to take the test even though they have first priority, so that their ability is taken properly into account in balancing our intake. The ability of statemented children will be assessed from the Education, Health and Care Plan or Statement of Special Needs data.

The purpose of these tests is solely to place boys in the right ability band. The test result does not of itself determine who is offered or refused a place. There are four ability bands, each consisting of 25% of those boys who have taken the test or sent in alternative objective evidence in any given year. This means that the band into which an individual boy is placed will depend on where that boy is placed in relation to the overall ability of those applying for places in the year in question.

Children with Special Educational Needs
Places will be first allocated to children with an Education, Health and Care Plan or Statement of Special Needs who name the school with the agreement of Westminster City Council.

Oversubscription criteria
If there are fewer applicants than places, all applicants will be offered a place.

If there are more applicants than places for the school, the remaining places will then be offered in the following order of priority:

1. Looked After Children and previously Looked After Children. For the purposes of admissions previously Looked After Children are defined as children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order) immediately following having been looked after.

2. Children with exceptional medical, social, or other needs that can only be met by providing a place at Marylebone Boys’ School rather than any other school. Applications will only be considered if supporting evidence from appropriate professionals or other suitably qualified persons (eg doctors or social workers) is attached to the home local authority’s application form. A maximum of two places will be allocated under this category.

3. Children with a sibling at the school at the time of admission. A sibling is defined as a brother, half brother, or step brother whose main residence is at the same address.

4. 50% of the remaining places to be offered to boys who attend a primary school in the borough of Westminster as at the final closing date for application for places in the admissions year.

5. The remaining places to be offered to boys living closest to the school (regardless of which primary school the child attends).

Admissions to Marylebone Boys’ School
From September 2015, Marylebone Boys’ School will be part of the Local Authority coordinated arrangements for Year 7 admissions. Parents will be required to complete the common application form provided by the Local Authority in which the pupil lives.

The school will admit 120 pupils to Year 7 in 2015/2016.

All applications for places at the school will be considered in accordance with the arrangements set out below.
Within categories 4 and 5 above, priority will be given to those children who live nearest to the school. Distances are measured by a straight line from the address seed point (determined by Ordnance Survey data) of the child’s home address to the Main Entrance, Westminster Council House, Old Marylebone Town Hall, 97-113 Marylebone Road, London, NW1 5PT (this address to be used until permanent premises for the School have been secured), as measured by the Local Authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order.

**Tie break**

In the event of two pupils having an equal right to a place after applying the oversubscription criteria, a tie-break using a random allocation computer programme will be operated, and this process will be independently verified.

**Verification of information**

False information, or the omission of material information, may result in disqualification, or the loss of a place after it has been offered, accepted or taken up.

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**Offer of places**

Applicants will be informed of the outcome of their application on 2nd March 2015 by their home local authority.

Applicants to whom places are offered will be advised in their offer letter of any action that they need to take to accept the place offered.

**Appeal procedure**

Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The determination of the appeal panel is binding on all parties.

**Waiting list**

On 1st September in the year of entry unsuccessful and late applicants will be placed on the waiting list.

All applicants on the Waiting List will be considered for any vacancies occurring during the period 1 September and 31st December in accordance with the admission criteria set out above. Names will be removed from the list at 31st December unless applicants make a request in writing to remain on the list.
Paddington Academy

Basic information

<table>
<thead>
<tr>
<th>Principal</th>
<th>Oli Tomlinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>50 Marylands Road, London, W9 2DR</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7479 3900</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:office@paddington-academy.org">office@paddington-academy.org</a></td>
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<tr>
<td>Website</td>
<td>paddington-academy.org</td>
</tr>
<tr>
<td>Nearest tube station(s)</td>
<td>Maida Vale and Warwick Avenue (both Bakerloo line)</td>
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<td>Bus routes</td>
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</table>

Allocation of places for Year 7 in 2014

Number of places available: 180
Applications received (by 31st October 2013 closing date): 729

Analysis of offers made in initial round (3rd March 2014)

Children in public care: 0
Child with an exceptional social/medical need to attend the school: 0
Children with a sibling at Paddington Academy: 75
Nearest walking distance to the Academy: 97 (up to a distance of 0.83 km from the Academy)
Children with Statements of Special Educational Needs: 8

Admission appeals in previous years

2014  14 heard – 1 upheld
2013  24 heard – 4 upheld
2012  13 heard – 2 upheld

How to apply

For secondary transfer 2015, applicants must name Paddington Academy as a preference on the common application form of the local council where they live.
Aims

We are an outstanding 11-18, non-selective Academy in west London where everyone, both staff and students, strives to be the best that they can be. Our motto as part of the United Learning group is ‘the best in everyone’.

We are proud to be a multicultural, multi-faith learning community where the language we all speak is ‘outstanding learning’. Students enjoy their school lives and are very proud of their school. Every decision is made in the best interests of the students to improve their learning.

We offer a broad curriculum at Paddington Academy; every student is encouraged to study the subjects that they are interested in. The diversity ranges from astronomy and economics, to a wide choice of vocational subjects. Every student is expected to perform at the highest level. We consider ourselves an ‘advanced learning’ school, where all students have access to a wide range of extended learning opportunities. Every student is expected to excel at something.

Every student at Paddington Academy is special with individual needs. As a result, each student deserves and gets the academic mentoring and pastoral care that suits him/her best.

Paddington Academy students achieve outstanding results and make excellent progress. Staff work incredibly hard to create a calm, positive, safe, highly engaging and enjoyable learning environment where we bring out the best in everyone. For the last three years we have been named in the top 10 schools nationally for progress made by students, and have also been judged by Ofsted as Outstanding.

Community ambassadors

We develop excellent links with the community. Our students have opportunities to work with many people inside and outside the Academy and establish fantastic networks and relationships with them. It is our aim that Paddington Academy students make a positive difference to their communities.

Students and standards

At Paddington Academy standards are high. We have high expectations for uniform, behaviour, attendance and punctuality. If a student gets all these things right, they will learn better and achieve better results. All in the Paddington Academy community are encouraged to live their lives by three values:

- a relentless focus on high standards
- a belief that there are no excuses or barriers to learning or achievement
- a warm, welcoming community where the street stops at the gate and all that matters is a safe, positive learning environment for all.

This means that our students are expected to live their lives by the following:

- always do your best
- always do the right thing
- always look for a ‘win-win’ opportunity
- always look smart.

Leadership

We expect our students to be leaders. We have an active student council and junior leadership team and these councils work hard to ensure that the student voice is heard and makes a difference. The student voice is active in most Academy decisions and is highly valued by all of us. When we can do more, the students let us know and we address the issues.

Learning in Year 7

We aim to give our students a caring but rigorous transition from primary education. Student progress is tracked and monitored six times a year and parents receive feedback on whether their child’s progress is on target.

Pastoral care in Year 7

In Year 7, and throughout the Academy, students have a head of year and a student support mentor who know every child and provide individual care and support. Every child’s needs are met; be they Special Educational Needs, English as an additional language or a special talent.
Parent voice

At Paddington Academy we positively encourage and value the support and contributions of parents. There are a number of ways in which you can become involved including attending a Parent Forum, or joining the Paddington Parents’ Association. There are also parents’ evenings and mornings for you to visit the school and discuss your child’s progress. Your opinions are important to us and vital to our continuous improvement. We know how important the home-school partnership is. We communicate with parents by text, phone, post and email.

Our Academy is a partnership between staff, parents and students. Together we will give your child an outstanding, enjoyable, safe, inspiring education that provides them with a wide diversity of opportunities and prepare them for lifelong learning and success. It is our aim that students leave us happy, fulfilled, with the very best results and knowing the value of integrity.

United Learning

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out the best in everyone – students, staff, parents and the wider community. We are uniquely united across both the state and the independent sectors; we make learning and improvement our focus. Together, we are one of the country’s largest education providers, currently educating over 30,000 students and employing over 5,500 members of staff including over 2,500 teachers. We provide a broad education, which prepares young people to progress in learning and to make a success of their lives. We focus sharply on the evidence of what makes it more likely that young people will progress and succeed, apply that to our practice and continue to learn and develop our schools. We make it a priority to provide teachers with excellent professional support and development, so that every child receives an excellent experience.

Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities than we can provide will mean that more young people will have truly exceptional and inspiring experiences. Already, we believe that our group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all schools involved.
Where the number of applications for admission is greater than the published admissions number, applications will be considered for Year 7 against the criteria set out below. After the admission of students with Education, Health and Care Plan or Statement of Special Needs where the Academy is named, the criteria will be applied in the order in which they are set out below:

1. Students who are in public care (Looked After Children) on the date of applications and previously Looked After Children who ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order).

2. Students with significant specific medical, social or special educational needs which are not covered in an Education, Health and Care Plan or Statement of Special Needs. The significant specific need which parents may ask to be taken into account must: relate directly to the student; be significant to the extent that it will or is likely to have an impact on the ability of the student to access the provision of education. Parent(s) wishing to make an application on the basis of this criterion must demonstrate that the Academy is specifically suited to meet the need described in the application and that no other school can meet this need. Applications made on the basis of this criterion must be accompanied by a report or letter from a relevant and appropriately qualified professional person. Such a person may be a doctor, social worker or educational psychologist. The Academy reserves the right to seek and take into account a second opinion from a suitably qualified professional person, such opinion to be gained at the expense of the Academy. Parent(s) are advised that they should provide full information with their application to enable it to be properly considered. It may not be possible for the Academy to consider late information.

3. Students with a sibling or siblings who will be attending the Academy on the date when the applicant would be admitted. The term sibling means a full, step-half-adopted or fostered brother or sister, but not cousins. The Academy reserves the right to ask for proof of relationship.

4. Students who live the nearest distance 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 pupils, as measured by the local authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order. Where it is necessary to further differentiate between applicants living the same distance from the school, priority will be decided by random allocation.

The student’s permanent address is where he or she normally lives and sleeps and goes to school from. Proof of residency can be requested at any time throughout the admissions process. Parent(s) may be asked to provide their original Council Tax and Child Benefit documents. If false or misleading information is used to gain entry to the Academy the offer of a place will be withdrawn and the application cancelled.
Pimlico Academy

**Basic information**

<table>
<thead>
<tr>
<th>Principal</th>
<th>Samantha Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Lupus Street, London, SW1V 3AT</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7828 0881</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:enquiries@pimlicoacademy.org">enquiries@pimlicoacademy.org</a></td>
</tr>
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**Allocation of places for Year 7 in 2014**

**Number of places available:** 210

**Applications received (by 31st October 2013 closing date):** 597

**Analysis of offers made in initial round (3rd March 2014)**

- Children with Statements of Special Educational Needs: 0
- Children in public care: 2
- Children with an exceptional social/medical need: 0
- Children with a sibling at Pimlico Academy: 77
- Feeder School: 21

**Nearest walking distance to the Academy:** The remainder of places were offered to those living nearest to the school by shortest walking distance (up to a distance of 3.72km from the Academy)

**Admission appeals in previous years**

- **2014**  
  1 heard – 0 upheld

- **2013**  
  1 heard – 0 upheld

- **2012**  
  12 heard – 0 upheld

**How to apply**

For secondary transfer 2015, applicants must name the school as a preference on the common application form of the local council where they live.
Aims

Pimlico Academy is a non-fee-paying school for 11 to 19-year-olds, sponsored by Future, a registered charity. The Academy has had a very successful five years, embedding high expectations and very good behaviour. Our emphasis on high aspirations for every student, exciting and engaging learning and a culture of respect has transformed Pimlico into a vibrant and exciting school in the heart of Westminster.

The Academy’s aim is to enable every student to reach their full potential by providing them with an outstanding education through excellent teaching and a wide range of extra-curricular opportunities. The atmosphere is highly aspirational. Progress and success in academic, vocational, sporting, musical and creative areas is strongly celebrated. Students are encouraged to develop a keen sense of pride, belonging and self-respect.

The Academy provides a positive, dynamic environment in which all talent is nurtured, and where all students can learn and be successful. Recently rated as ‘outstanding’ by Ofsted, the Academy is now determined to be one of the very best state or private schools in London. We are developing a highly academic culture in an environment where the highest standards are expected of staff and students. It is a dynamic and demanding school and one where students and staff are very well supported.

Teaching and learning

The Academy provides a broad and balanced curriculum that interests and motivates all its students, building upon Key Stage 2 and preparing for life post-16. A very successful new content-rich curriculum was introduced to Year 7 in September 2012, with a strong focus on subject knowledge. A wide range of academic and vocational subjects is offered at GCSE. The Academy sixth form is very strong and there is continuous curriculum development to ensure that a broad range of Year 12 and 13 courses are offered. All sixth formers are involved in the leadership of the Academy through the Student Teacher Programme.

Extra-curricular activities

Extensive use is made of additional school activities, mentoring programmes, after-school clubs and sports organisations. The Academy devotes considerable energy to building the social and cultural capital of its students by introducing them to worlds that may at first be unfamiliar, and by continual exposure to positive role models. The location of the Academy in the heart of Westminster, coupled with the expertise and networks of the sponsor, has enabled many dynamic links to be forged, creating new and exciting opportunities for the students.

Inclusion/special needs

Significant importance is attached to the development of a fully inclusive approach in the Academy. There is a dedicated learning support department, language and communication centre and therapies team supporting study, achievement and ensuring the enjoyment of school.

Location and facilities

Pimlico Academy is ideally located in the heart of London, just north of the River Thames on Lupus Street. The location is something the school uses to its advantage in its curriculum and curriculum enhancement activities. As part of the Building Schools for the Future initiative, Pimlico Academy successfully completed the final stages of a major rebuild in September 2010, providing the Academy with state-of-the-art facilities, including a new community library and adult education centre.
Admissions policy

Pimlico Academy is a non-selective comprehensive school with a Published Admission Number (PAN) for Year 7 of 210. Of these places, after the admission of Students with an Education, Health and Care Plan or Statement of Special Educational Needs where Pimlico Academy is named, the criteria will be applied in the order in which they are set out below:

1. Admission of children in public care
   (Looked after Children and previously Looked after Children)*.

2. Admission of children with specific medical needs, social needs and special needs where the application is supported by specific written advice as to why admission to the Academy is necessary.

3. Admission of children with siblings currently attending the Academy and who will continue to do so on the date of admission. The term “sibling” means a full, step, half, adopted or foster brother or sister, but not cousins. The Academy reserves the right to ask for proof of relationship once offers have been made.

4. Admission of children attending any of Millbank Academy, Churchill Gardens Primary Academy or Pimlico Primary in Year 6 at the closing date for applications.

5. Admission of children who live closest to the Academy, as measured by the shortest walking route. The student’s permanent address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested once offers have been made.

If false or misleading information is used to gain entry to the Academy, applicants may lose their priority for admission.

* Looked after and Previously Looked after Children means a child who is looked after, or has been looked after by a local authority in accordance with section 22(1) of the Children Act 1989 at the time an application for his/her admission to the school is made. 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 Childrens Act 2002 (see section 46 adoption orders).
Quintin Kynaston Community Academy
A specialist technology school

**Basic information**

| **Headteacher** | Alex Atherton |
| **Address** | Marlborough Hill, London, NW8 0NL |
| **Telephone** | 020 7722 8141 |
| **Email** | enquiries@qkschool.org.uk |
| **Website** | qkacademy.org.uk |
| **Nearest Tube station(s)** | St. John’s Wood, Swiss Cottage (both Jubilee line) |
| **Bus routes** | 13, 46, 82, 113, 187 |
| **Type of school** | Academy, mixed, comprehensive |
| **Ages** | 11-19 |
| **DFE number** | 2134295 |
| **Number of pupils to be admitted in September 2015** | 210 |

**Allocation of places for Year 7 in 2014**

**Number of places available:** 210

Under pan-London co-ordinated arrangements, all applicants were offered a place or offered a higher-preference school.

**Admission appeals in previous years**

- **2014:** none
- **2013:** none
- **2012:** none

**How to apply**

For secondary transfer 2015, authority applicants must name the school as a preference on the common application form of the local council where they live.
Welcome to Quintin Kynaston

The move to a brand new building in January 2015 is one reason why this is an exciting time to join Quintin Kynaston. State of the art facilities mean that QK will have a site to match any other school. Under new and experienced leadership since January 2014, QK is in a fantastic position to move forward and achieve even more for its students.

Over the last decade QK has received three successive ‘outstanding’ judgements from Ofsted which recognise achievements over time.

First impressions are very powerful. Quintin Kynaston has a track record of academic success but when you visit the school you will feel the warmth of relationships amongst all members of the school community. Our students are educated to aspire, rise to a high level of challenge and seize all the opportunities on offer. They enjoy a wide range of courses to choose from at Key Stages 4 and 5 and excellent extra-curricular provision.

We would be delighted to welcome you to our school to experience the QK way for yourself.

Location and facilities

Quintin Kynaston is located in St. John’s Wood, NW8. Our new buildings will provide an exceptional environment for learning. The facilities will include:

- State-of-the-art eco-friendly classrooms
- Performance space for music and theatre
- Specialist science laboratories
- Flood-lit outdoor sports pitches
- Custom-built sixth form learning area
- Lecture theatre
- Activity studio.

Excellence in the classroom

"Teaching is excellent. High expectations and building students’ aspirations characterise the Academy. Leaders have high expectations of staff who, in turn, expect a great deal of students who consistently rise to this expectation." (Ofsted 2011)

Quintin Kynaston offers a broad and balanced curriculum to all learners which is underpinned by high quality teaching, enabling all learners to reach their potential. Students in Year 7 are taught some key subjects through the Opening Minds curriculum. This approach allows students to focus on knowledge and understanding while developing the skills they will need to be successful and independent learners.

Our broad Key Stage 4 curriculum meets the needs of learners exceptionally well through a wide range of academic and vocational courses. The sixth form is very strong and over 90% of students stay on from Year 11 to pursue courses in an extensive range of subjects. We have a strong record of students going on to university study and further success.

Transition from primary school

"Quin is a remarkable place, I am very happy about the whole life of the school and my children enjoy coming every day.” (Parent 2013)

"I am amazed at the way the school has worked with me and my child to help him settle into Year 7. Meetings have helped me understand how Year 7s are taught and I feel fully informed of what I can do to support him at home. I can’t thank the school enough.” (Parent 2013)

The move from primary school to Quintin Kynaston is supported by an outstanding transition programme with a dedicated team of staff working to ensure all students become successful QK citizens. The journey begins before students even arrive at QK. Our Transition Team works closely with students and their parents and carers during Year 6 to make the transition process a positive experience. Our summer school is a proven fun way for students to familiarise themselves with the staff, the building and the curriculum as well as an opportunity to make lots of friends before they start in September.

Our Year 7 Opening Minds curriculum teaches students skills as well as content and is delivered by a team of subject specialists and outstanding primary-trained teachers to ensure continuity and consistency as students move into secondary school.
Ethos and behaviour

"Quintin Kynaston Academy provides its students with an outstanding standard of education. The Academy works relentlessly and highly effectively to overcome any barriers to its students’ learning and personal development. It has been extremely effective over a sustained period in meeting its aim to develop the best in every student and transform their life chances." (Ofsted 2011)

- all students at QK wear a smart traditional uniform which prepares them for the expectations of the world outside
- we have exceptional attendance levels across the school
- we develop QK citizens who are able to make positive choices about their learning and behaviour
- hard work is praised and rewarded and we do not tolerate poor behaviour. A clear system supports teachers and students in developing an excellent attitude to learning.

QK is a school that encourages all of its students to **“show pride and be positive”** in all aspects of their life. By taking responsibility for their choices we believe our students can reach their full potential.

Student voice

“This is a listening school and it is a responsive school.”

(Ofsted)

Student voice at Quintin Kynaston plays a vital role in promoting the views of the students, as well as developing their leadership skills.

Student support faculty

“QK offers exemplary care, guidance and support for students. Students speak glowingly of the dedication of staff to their well-being and how they are always available to help them. All groups of students are provided with excellent opportunities to contribute to the Academy and wider community which are enthusiastically accepted.”

(Ofsted 2011)

QK is an inclusive school and the Student Support Faculty works with students and their parents and carers to ensure that all learners are able to achieve success at QK. We work closely with professionals from external agencies to ensure that we have the highest level of care for all our learners. As and when they need it, QK students receive specialist support including in-class support, subject-specific intervention and enrichment activities.

QK students show pride in their school and are positive about achieving their best.

Parent voice

"The Academy works exceptionally closely with parents and carers to improve students’ well-being and learning and maintains strong lines of communication with them.”

At QK we work closely in partnership with parents and carers to support our students’ learning. There are weekly parent voice sessions which allow parents to meet staff, observe lessons and gain a better understanding of how they can support their children’s learning, the head teacher attends regularly.
Admissions policy

Admissions criteria
Places will be first allocated to children with Education, Health and Care Plans or Statements of Special Educational Needs who name the school with the agreement of Westminster City Council. Then, if there are more applicants than places for the school, the remaining places will be offered in the following order of priority:

1. Looked After Children and previously Looked After Children. For the purposes of admissions previously Looked After Children are defined as children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order) immediately following having been looked after.

2. Children with exceptional medical, social, or other needs that can only be met by providing a place at QK Academy rather than any other school (to be decided in consultation with the director of schools and learning in each case).

3. Children with a sibling at the school at the time of admission. A sibling is defined as a brother or sister, half brother or sister or step brother or sister whose main residence is at the same address.

4. Children living closest to the school.

Within categories 3 and 4 above, priority will be given to those children who live nearest to the school.

Distances are 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 pupils, as measured by the local authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order. Where it is necessary to further differentiate between applicants living the same distance from the school, priority will be decided by random allocation. Home address is defined as the address at which the child resides for 50% or more of the school week.

Applications made under criterion 2 will only be considered if supporting evidence from an appropriate professional or other suitably qualified person (eg doctor or social worker) is attached to the home local authority’s application form.

Children from multiple births (e.g. twins/triplets)
Where the admission of children from multiple births would lead to exceeding the published admissions number, priority will be given to the eldest of the siblings.

Split residence
Where a child lives with parents with shared responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence. If a child’s residence is split equally between both parents, then parents will be asked to determine which is the residential address for the purpose of admission to the school.

If the residence is not split equally between both parents then the address used will be the address where the child spends the majority of the school week.

Method of application
Parents/carers must apply on the common application form of the local authority where they live. Forms can be completed online at westminster.gov.uk/admissions or on a paper form available from their local council’s School Admissions Team.

Closing date and initial notification date
Under pan-London co-ordinated admission arrangements, the closing date for secondary transfer applications will be 31st October 2014. Notification letters will be sent out on 2nd March 2015.
Late applications
Applications received after the set closing date will be accepted but will not normally be considered for a place at the school until after the initial offer date.

Waiting list
Unsuccessful applicants will be included on the school’s waiting list ranked in order of priority under the above oversubscription criteria without regard to the date that the application was received. A waiting list will operate for both Year 7 entry and casual admissions. Any places offered from the school’s waiting list will be offered strictly in accordance with the above admission criteria.

Appeals
Unsuccessful applicants have a right of appeal to an independent appeal panel. Further details will be included in the notification letter.

Fair access protocol
For in-year admissions the school is committed to taking its fair share of vulnerable children who are hard to place, in accordance with locally agreed protocols. Accordingly, outside the normal round of admissions, the school’s governing body is empowered to give absolute priority to a child where admission is requested under any local protocol that carries the agreement of both the governing body and local authority for the current admission year.

The governing body has this power even when admitting such a child would exceed the normal admission number.
Westminster: Your choice for secondary education. Apply online at westminster.gov.uk/admissions
St. Augustine’s CE High School
A specialist science and mathematics college

Basic information

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Eugene Moriarty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Oxford Road, London, NW6 5SN</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7328 3434</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:mail@staugustineshigh.org">mail@staugustineshigh.org</a></td>
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<td>staugustineshigh.org</td>
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Allocation of places for Year 7 in 2014

Number of places available: 156

Applications received (by 31st October 2013 closing date): 474

Analysis of offers made in initial round (3rd March 2014)

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Aims

In September 2013 St. Augustine’s was rated by Ofsted as an Outstanding school. We believe our approach to teaching and learning is underpinned by our strong aims and ethos. Please visit our website to view the full Ofsted Report.

St. Augustine’s is a hard working, caring community with a Christian ethos, which welcomes students from all faiths. We aim to provide all students with the opportunity to develop spiritually, socially and academically. We believe that our strength lies in the development of a high standard of self-discipline, leading to social and moral responsibility.

The school also aims to be a place where:

1. students and staff value and respect one another and appreciate that differences of race, gender and culture enhance the school community
2. all are encouraged to be the best that they can be
3. a community of governors, staff, pupils, parents and friends works together to provide stimulating and rewarding education of the highest possible standard.

The school has specialist status in science and mathematics. As a specialist school we are committed to being at the forefront of educational initiatives. We also work with our partners to provide access to high-quality mathematics and science facilities and support for our students.

Admission appeals in previous years

- 2014: 3 heard – 0 upheld
- 2013: None
- 2012: None

How to apply

For secondary transfer 2015 there are three aspects to the application process;

1. Applicants must name the school as a preference on the common application form from the local council
2. Applicants must complete the school’s supplementary form and clergy form if applying on faith grounds (available on the school website or with our prospectus).
3. Applicants are also required to take an assessment test to enable them to be placed in an ability band. This test will be at 9am prompt on Saturday 6th December 2014 at St Augustine’s.

Location and facilities

The school is pleasantly situated in a residential area close to several small parks and near the parish church of St. Augustine’s. It is within easy reach of Underground and rail stations and on several bus routes.

The school has undergone extensive redevelopment following an investment of more than £18 million under the government’s Building Schools for the Future programme. This investment includes the provision of a brand new sports centre.

Focus on the classroom

“Students make excellent progress in English and mathematics from their starting points which are often well below average. They progress equally well across a range of subjects and reach above average standards.” (Ofsted 2013)

The school has a broad, balanced curriculum in Years 7 to 11 and offers a wide range of GCSE and vocational courses. We offer all of our Year 10 students a two week work experience placement.
“Teachers know their subjects and students extremely well. Teaching is outstanding because staff are very effective in planning activities which interest and challenge all students.” (Ofsted 2013)

Many of our departments enhance their teaching through workshops involving specialist groups and visitors to the school. A well organised programme of visits to educational establishments and places of interest in and around London is integral to our curriculum.

Our music department offers free instrument and singing lessons and has links with professional orchestras and musicians. There are many musical activities for students to become involved in, including the choir, the orchestra and string, guitar and woodwind ensembles. We also run after-school clubs and activities to enrich and extend students’ studies. These include general study/homework, sports, computing, science and art clubs.

In the sixth form we offer more than 15 A-level courses (including those with a vocational emphasis) and some GCSE and Level 2 vocational courses. We are members of the Westminster 6F Partnership and this enables our students to have access to courses studied at the other schools in this brochure.

Focus on the outside world

Various sports clubs (including basketball, football, netball, athletics, cricket and dance) take place after school. We have an outstanding record of sporting success. In recent years a Year 7 team has taken part in the English Schools’ FA five-a-side, Westminster Athletics and other tournaments. Two former students (Julian Golding and Sir Bradley Wiggins) have won medals at the Commonwealth Games and at the 2000 Olympics. Bradley won gold, silver and bronze at the 2004 Olympic Games, gold at the 2012 Olympic Games and the yellow jersey at the 2012 Tour de France.

Year 7 students can spend a week at the Tyn-y-Berth Mountain Centre in the Snowdonia National Park, taking part in activities such as rock climbing, abseiling, mountain walking, rope courses and gorge walks.

The Duke of Edinburgh Award scheme continues to be popular with our older students, with weekend expeditions in different locations. During students’ time in our school there are many opportunities for educational visits both within Great Britain and abroad. These include a Japanese exchange (annual), and field study trips for modern foreign languages, history and geography (various UK locations). Over the last year, Year 7 students from St. Augustine’s have visited a variety of places of cultural, religious and historical significance in London, including St. Paul’s Cathedral and other places of worship, the Science Museum, Natural History Museum, London Aquarium, Greenwich, the Tate and National Galleries and many more.

Image by student at St Marylebone CE school
Special educational needs and pupil support

“Students from different groups, including disabled pupils and those with special educational needs and those who receive additional funding, make excellent progress because their needs are quickly understood and skilled support is put in place.” (Ofsted 2013)

Pupils with special needs are primarily helped through in-class support, and although there is some withdrawal we try, wherever possible, to include pupils in lessons. Pupils with Education, Health and Care Plans or Statements of Special Educational Needs are given the support as prescribed in the plan or statement. There are many sources of pastoral support for students, as well as links with outside agencies.

Discipline and welfare

“Students are very keen to learn. Most have excellent attitudes to learning and behave very well.” (Ofsted 2013)

To enable students to settle successfully we maintain close links with primary schools. All successful applicants are asked to attend a “Headstart Day” in June and we have a model transition programme in place.

On arrival at the school, pupils are put into groups with an assigned tutor who registers the group and is responsible for the day-to-day welfare of each student. The overall pastoral care of each child in Year 7 is the responsibility of a non-teaching Year Co-ordinator, who is also the main point of contact for parents/carers and other agencies. Students’ academic progress is tracked and supported by a Director of Learning.

The school’s behaviour policy is intended to encourage and reward positive conduct. It encourages mutual respect and good citizenship although, of course, there are sanctions for those who exhibit negative behaviour. Homework is set regularly. Parents are asked to ensure that the work is completed to a high standard and to sign a homework diary each week. These diaries are checked regularly by group tutors.

School uniform

Students wear uniform in Years 7 to 11. It consists of a black blazer with badge, black trousers or skirt, white shirt/blouse with school tie and black sensible shoes. In the winter, boys may also wear a grey jumper while girls may wear a blue jumper. Any coats worn in winter must be plain black. There is also a school PE kit, including a distinctive school tracksuit. Baseball caps, hooded sweatshirts and trainers are not permitted. No make-up, nail varnish or jewellery is permitted.

Linking home and school

We keep parents up to date through regular school newsletters available at staugustineshigh.org We also hold a variety of concerts and social evenings, which bring the school community together to celebrate our pupils and their achievements. We have a tracking system in place to monitor children’s progress as they move through the school, and we meet with or report to parents at least three times a year to discuss children’s performance.

‘Frog’, our Virtual Learning Environment, allows students to access our interactive resources and some subjects’ homework online. It provides a safe and secure environment, allowing students to communicate with each other and their teachers.

All our students, teachers and parents have access to their personalised portal both inside school and from home. Using Frog creates an online community where everyone can access information relevant to them. Our Students and Parents can view their timetable, attendance and punctuality, homework and latest news. We also have department website with learning aids and relevant resources. Parents can access ‘WisePay’ to credit money for lunch online at a time convenient to them.
Admissions policy

1. Introduction
The school will admit 156 children in year groups Year 7, 8, 9, 10 and 11. Students will be placed in an ability band and 25% of applicants will be in Band A, 25% in Band B, 25% in Band C and 25% in Band D (Band A being the highest ability and Band D the lowest). Children will be required to undertake an assessment test that will enable the school to determine in which band to place a child. Arrangements will be made to support children for whom English is not their first language or who have special needs.

2. Admissions criteria
In the event that the school is oversubscribed, i.e. more applications are received than there are places, places will be allocated in the following order of priority:

1. Looked After Children or formerly Looked After Children from Church of England families.

2. Children who have been baptised and who together with their family, attend public worship at St. Augustine's Church, Kilburn, at least twice per month (over at least the year preceding the date of application to the school).

3. Children who have been baptised and who together with their family, attend public worship at an Anglican Church (Church of England) at least twice per month (over at least the year preceding the date of application to the school).

4. Children who have been baptised and who, together with their family, attend public worship at St. Augustine's Church, Kilburn, at least quarterly (over at least the year preceding the date of application to the school).

5. Children who have been baptised and who, together with their family, attend public worship at an Anglican Church (Church of England) at least quarterly (over at least the year preceding the date of application to the school).

6. Other Looked After Children or formerly Looked After Children.

7. Governors may offer a place to a child who has an exceptional medical, social or educational need for a place at St. Augustine’s CE High School. Applications will be considered under this category only if they are supported by a written statement from a medical consultant, senior social worker or other appropriate professional, specifying why St. Augustine’s High School is the most suitable school and the difficulties that would be caused if the child had to attend another school.

8. Children who, together with their family, attend public worship at a Christian Church of other denominations associated with Churches Together in Britain and Ireland, the Evangelical Alliance or Affinity at least twice per month (over at least the year preceding the date of application to the school).

9. Children who, together with their family, attend public worship at a Christian Church of other denominations associated with Churches Together in Britain and Ireland, the Evangelical Alliance or Affinity at least quarterly (over at least the year preceding the date of application to the school).

10. Children who have been baptised in the Name of the Father, and of the Son and of the Holy Spirit and who, together with their family attend public worship at any other Trinitarian Christian denomination at least quarterly (over at least the year preceding the date of application to the school).

11. Children who attend St. Augustine’s Church of England primary school.

12. Children who have a sibling in the school at the time of admission (see note 1).

13. Children who attend other Church of England primary schools.

14. Children of families of good standing in other faiths (authenticated by an appropriate religious leader) who would value the education and ethos of a Church of England school.

15. Any other children.
A reference by means of a clergy form (available from the school) is required for those claiming admission under criteria 2, 3, 4, 5, 8, 9, 10 and 14. Under criterion 14 applicants who practise other world faiths should ask their faith leaders (e.g., an Imam) to provide evidence of this in support of the application.

3. Tie break

Should it be necessary to decide between candidates who have equal claims to a place under one of the above criteria, priority will be given to those who live nearest the school as determined by a straight line as calculated by the Local Authority’s computerised measuring system (see Note 2).

4. Late applicants

Late applicants (those who have applied after the published date) will not be considered until the initial allocation of places has been made. Such applicants will then be considered with those who have applied by the published date but who were unsuccessful in the initial allocation, for surplus places and creation of a waiting list.

5. Casual admissions

The school’s Year Co-ordinators hold Year Group waiting lists. The waiting lists will be divided into four ability bands. Where a vacancy in a particular band arises, the place will be allocated from the waiting list in that band, against the criteria stated in the admissions policy.

Note 1

’Sibling’ refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer’s partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

Note 2

Where the order of priority is otherwise equal, preference will be given to a child who lives the shortest distance from the school. Home address is defined as the address at which the child resides for 50% or more of the school week. Distances are 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 pupils, as measured by the Local Authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order. Where it is necessary to further differentiate between applicants living the same distance from the school, priority will be decided by random allocation.
### Basic information

<table>
<thead>
<tr>
<th>Executive headteacher</th>
<th>Martin Tissot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of school</td>
<td>James Martin</td>
</tr>
<tr>
<td>Address</td>
<td>Lanark Road, Maida Vale, London, W9 1RB</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7328 0904</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:office@stgeorgesrc.org">office@stgeorgesrc.org</a></td>
</tr>
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<td>Website</td>
<td>stgeorgesrc.org</td>
</tr>
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<td>Number of pupils to be admitted in September 2015</td>
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</table>

### Allocation of places for Year 7 in 2014

- **Number of places available:** 150
- **Applications received (by 31st October 2013 closing date):** 547

**Analysis of offers made in initial round (3rd March 2013)**

- Practising baptised Catholics: 113
- Other baptised Catholics: 1
- Children of other Christian denominations: 32
- Children of other faiths: 0
- Children with Statements of Special Educational Needs: 4

### Admission appeals in previous years

- **2014:** None
- **2013:** None
- **2012:** None

### How to apply

For secondary transfer 2015, applicants must name the school as a preference on the common application form of the local council where they live and complete the school’s supplementary form if applying on faith grounds.
Aims

At St. George’s we believe in the importance of each individual and a strong Catholic ethos permeates everything that we do. We are a community based on Gospel values and our pupils enjoy a varied curriculum with a wide range of extra-curricular and out-of-hours activities.

St. George’s was judged Outstanding by Ofsted when last inspected. It is the founder member of the Cardinal Hume Academies Trust and was awarded Academy status in March 2013. The school has operated a thriving, academic sixth form since 2011 and expects pupils to continue their education through to Year 13.

St. George’s, as the only Catholic secondary school in Westminster, draws its intake from a wide range of Catholic primary schools. The governors are determined to maintain the comprehensive intake and make provision for all who pass through the school to achieve the qualifications and confidence to become successful in today’s competitive and international working environment. It is a school with traditional values and staff insist on the highest standards of pupil behaviour. Every child is expected to do their best to fulfil their potential and develop their skills and abilities. The school demands high standards of personal presentation, good manners and hard work.

There is a focus at St. George’s of the importance of each individual child and there is a strong tutoring and pastoral system. Children who fall behind in the core subjects are identified for catch-up programmes and support.

Ofsted noted:
“Care, guidance and support are of the highest quality and is perhaps the most striking aspect of the school. Students are known as individuals and nothing is allowed to be seen as a barrier to success.”

Ofsted also noted that our pupils are “loyal to, and rightly proud of their school”.

Focus on the classroom

Students from Years 7 to 9 follow a broad and balanced curriculum based on the requirements of the national curriculum. Year 10 and 11 students take GCSEs in the core subjects (English, mathematics, science and religious education), as well as choosing additional GCSEs from a wide range of subjects. These include business, information technology, drama, psychology, music and physical education. Students are also offered vocational training with courses in accounting, leisure and tourism and design. Our newly opened sixth form provides a range of subjects for students, the majority of whom join the sixth form after successfully completing their GCSE examinations at St. George’s.

Ofsted noted:
“The very ambitious approach of senior leaders and governors has created a school climate in which all staff have high expectations.”

Focus on the outside world

All students at St. George’s School are offered the opportunity to participate in exciting events that assist them in developing confidence and social skills. We also have a leadership programme, through the Duke of Edinburgh Award scheme, where students get the opportunity to participate and obtain qualifications.

Departments arrange a variety of trips and events each year, such as visits to the theatre and museums, geography field trips, retreats, fun trips to theme parks and visits to France. Student exchanges have taken place with schools in Hungary and Poland. There is a variety of after-school clubs for children to join and our drama productions, school choir and talent competitions are extremely popular with students, parents and friends of the school.

The excellent sports facilities at the nearby Paddington Recreation Ground provide facilities for students to enjoy football, tennis, netball, cricket and athletics.

Ofsted noted:
“Extra-curricular activities are a real strength; some are innovative and provide experiences which are memorable. There are many school trips, some overseas.”

Location and facilities

St. George’s School is a bright, modern, well- maintained school with outstanding information and communication technology (ICT) facilities. The school is easily accessible by bus and Tube. Maida Vale Underground station is a 10-minute walk away.
Inclusion

A special programme is run for gifted students and fast-track opportunities exist for talented pupils in each year. These include master classes and university visits.

St. George's is a comprehensive school and therefore welcomes students of all abilities. We have a special needs department to meet the needs of those with learning difficulties.

Linking home and school

Parental support to help us provide quality education for our students is essential. We ask our parents to support their children by attending parents’ evenings and school events. Our Parent Teacher Association, drama productions, carol services, choir concerts and talent competitions also bring parents, staff and students together to celebrate achievement.

Parents are encouraged to liaise closely with heads of year and form tutors, who provide a vital link between parents and the school. Parents are also required to sign a pupil journal to support their children’s work at school and at home.

Ofsted noted:
“Students report feeling very safe and are confident that any issues regarding their safety are dealt with quickly and effectively.”

Admissions policy

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic 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 is 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 governors of St. George’s Catholic School in Maida Vale, London, intend to admit 150 pupils into Year 7 for the academic year 2014/15. They invite applications for admission from those who desire a Catholic education for their children. Priority of admission will be given to pupils who are baptised, practising Catholics and whose parent(s) wish them to attend a Catholic school.

In the event of over-subscription, applicants will be considered in the following order of priority

1. Catholic Looked After Children and Catholic children who have been adopted (or subject to a child arrangement order or special guardianship order) immediately following having been Looked After.

2. Baptised Catholic pupils who, with their parents, practise weekly and this is confirmed by a supportive parish priest’s reference.

3. Other baptised Catholic pupils.

4. Other Looked After Children and other children who have been adopted (or subject to child arrangements orders or special guardianship orders) immediately following having been Looked After.

5. Pupils of another Christian denomination (which is a member of ‘Churches Together in England and Ireland), and whose minister can confirm in writing are practising regularly.

6. Pupils of another Christian denomination (which is a member of ‘Churches Together in England and Ireland), and whose minister cannot confirm in writing are practising regularly.

7. Pupils of other faiths whose family wishes them to have a Catholic education and whose religious leader can confirm in writing are practising regularly.

8. Any other pupils.

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

The attendance of a sibling at the school at the time of enrolment will increase the priority of an application within each category.
Exceptional needs

The governing body will give top priority within a category to an application where compelling evidence is provided at the time of application, from an appropriate professional such as a doctor, priest or social worker, of an exceptional medical, pastoral, social or other need of the child, which can only be met at this school.

Tie break

Distances are measured by a straight line from the centre of the address (determined by Ordnance Survey data) of the child’s home to the Lanark Road school gate, as measured by the local authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order.

Procedure

The school is part of the pan-London application scheme which requires applicants to submit a common application form (CAF) to the local authority in the area where they reside.

To achieve priority parents should also complete the school’s supplementary information form (SIF) obtainable from the school or from the local authority.

In addition, the Priest’s reference form can also be obtained from the school or the Westminster diocese website rcdow.org.uk. Part B only should be returned to the school once it has been signed by the parish priest where the applicant practises.

If you do not complete both the CAF and the SIF and return the former to the local authority where the applicant is residing and the latter to the school by 31st October 2014 (either by post or by hand), the governors may be unable to consider your application fully and it is possible that you may not be offered a place.

SIFs should be sent to:
The Admissions Officer
St. George’s Catholic School, Lanark Road
Maida Vale, W9 1RB

NB. The Priest’s reference form must also be returned to the school by 31st October 2014.

Late applications (i.e. those received after the closing date) will not be considered until after the initial offers have been made. Families will be informed of the outcome of their application by their local authority on 2nd March 2014.

In-year admissions

Applications for in-year admissions are made directly to the school. If a place is available and there is no waiting list, the local authority will be informed, the CAF and the SIF will be completed and the child will be admitted. If there is a waiting list, then applications will be ranked by the governing body in accordance with the oversubscription criteria. If a place cannot be offered at this time then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will decide who at the top of the list an offer can be made to.

Right of appeal

If you are unsuccessful you may ask us for the reasons for the refusal of a place. These reasons will be related to the oversubscription criteria listed in the policy and you will have the right of appeal to an independent panel. Your appeal must reach the school no later than Friday 24th April 2015.

Waiting list

In addition to their right of appeal, unsuccessful candidates will be offered the opportunity to be placed on a waiting list. This list will be maintained in order of the oversubscription criteria set out in the policy and not in order in which applications are received or added to the list. Names are removed from the list after one year, unless applicants request to remain on the list.

Statements of Special Needs

Children with Education, Health and Care Plans or Statements of Special Educational Needs are admitted under a completely separate procedure.
The St Marylebone CE School
A specialist arts, maths and computing college

Basic information

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Kathryn Pugh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>64 Marylebone High Street, London, W1U 5BA</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7935 4704</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:info@stmaryleboneschool.com">info@stmaryleboneschool.com</a></td>
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Allocation of places for Year 7 in 2014

Number of places available: 150
Applications received (by 31st October 2013 closing date): 1067

Analysis of offers made in initial round (3rd March 2014)

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* including six open Band D places reserved for children with Statements of Special Educational Needs

Admission appeals in previous years

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<td>2014</td>
<td>63 heard – 1 upheld</td>
<td>71 heard – 1 upheld</td>
<td>83 heard – 1 upheld</td>
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</table>

How to apply

For secondary transfer 2015, applicants must name the school as a preference on the common application form of the local council where they live and complete the school’s supplementary form (due at school by Friday 24th October 2014) if applying for a priority place. Applicants are also required to take an assessment test to enable them to be placed in an ability band.
Aims

The St Marylebone CE School was founded in 1791 and still retains its original aim 223 years on: the pursuit of excellence. Impeccable uniform, full attendance, hard work and courteous behaviour are the hallmarks of our ethos.

We aim to help pupils to:

• develop lively, enquiring minds and the ability to question and argue rationally
• acquire knowledge and skills relevant to adult life and employment in a fast-changing world
• use language and numbers accurately and effectively
• learn how to apply themselves to tasks and to develop physical skills
• respect religious and moral values, as well as all races, religions and cultures
• understand the world in which we live, and the interdependence of individuals, groups and nations
• appreciate human achievements and aspirations
• gain self-confidence and a sense of worth
• learn how to work responsibly and with consideration for others, and how to appreciate the co-operative nature of group or team tasks.

Location and facilities

The St Marylebone CE School is known for the beauty and variety of its architecture and the green tranquillity of its setting. The modern world is embraced; in 2007, the school unveiled a new underground sports hall and five-storey performing arts block to provide specialist teaching spaces. The school is well equipped with specialist rooms for art and design, ICT, science and the performing arts, including theatre and music practice rooms, as it has been refurbished through Building Schools for the Future. A new sixth form block on Blandford Street was opened in September 2009. This superb building not only provides our Key Stage 5 students with outstanding learning spaces and facilities, it also enables all year groups to benefit from the fantastic design technology and science suites.

The St Marylebone Church, a stunning Regency building, provides an uplifting setting for both assemblies and secular activities. There are many clubs, music groups, choirs, dance and drama groups at lunchtime and after school. All pupils are encouraged to become involved in a wide variety of enrichment activities and the school runs a large number of after-school clubs.

Focus on learning

Each year is divided into five mixed-ability tutor groups, each belonging to one of the five school houses. However, pupils are set according to ability for academic subjects. St Marylebone’s Aspiration and Challenge programme aims to raise the confidence and ability of all pupils to engage with higher-order thinking and debate, within and beyond the curriculum. Deploying the rich expertise of our teachers and outside speakers, a range of opportunities for extension is provided at all key stages.

High-achieving pupils are identified and stretched in lessons and are engaged in enrichment activities such as Bright Ideas Seminars, Meeting of Minds and the Year 9 Award. The school has a strong focus on the performing and visual arts. Pupils study music, dance and drama throughout Key Stage 3 and have the option to continue these at Key Stage 4 and A-level. All Year 7 pupils learn a musical instrument and have the opportunity to continue this study throughout school and to play in the many varied music groups the school has. The school enters pupils for up to 11 GCSEs. All pupils are entered early for GCSEs in religious studies and ICT, and some in modern foreign languages. There is a wide choice of subjects to be followed in the sixth form, mainly at A-level. The sixth form team also has a focus on the best possible preparation for UCAS and Oxbridge entry.

Timetable for performing arts aptitude applications

In line with the admissions code the school has brought forward the timetable for considering performing arts applications. Those applying for a performing arts place should complete the performing arts form (available from the school and Westminster City Council websites or from the school direct) and return it to the school no later than Friday 26th September 2014. Please see the school website for further details.
Focus on the outside world

The school takes full advantage of its central London location and frequent visits are made to theatres, museums, art galleries, exhibitions, concerts, sports centres and places of interest in London. Subject-specific field courses in the upper school take place regularly.

A great deal of charitable work is also encouraged and organised through the year teams and Student Leadership Team. The school has a strong involvement in Europe, with school links, visits and exchanges including the Classics trip to Greece, French and Spanish exchanges, and the History department’s Russia trip.

Inclusion and Special Educational Needs

Learning support is provided through a variety of personalised provisions in school. The needs of all pupils are catered for through the mainstream curriculum, which is differentiated to cater for the range of learning styles and needs of pupils. The Special Educational Needs (SEN) department provides additional individualised support to those with Education, Health and Care Plans or Statements of Special Educational Needs and specific learning difficulties. There is also a skilled pastoral team and learning mentor and counselling team which supports those with additional social or emotional difficulties. Pupils with English as an additional language (EAL) also receive personalised support through the Linguistic and Cultural Inclusion department. The aim is for the majority of pupils with special educational needs to be supported in mainstream lessons. Support teachers and Learning Support Assistants work in partnership with subject specialists to shape inclusive environments that cater to both individual needs and the diversity of need in the classroom.

Discipline and welfare

As an Anglican foundation, we teach religious studies as a core subject throughout the school. There is a comprehensive programme of sex education taught in science, religious studies and personal and social education. Careers guidance, environmental education, health education and education for citizenship form part of an extensive personal and social education programme taught across the curriculum. All Year 7 pupils follow a weekly philosophy programme, which is then extended through the curriculum in later years. All pupils are in tutor groups which are allocated two tutors to make sure that the pastoral needs of the pupils are met. Each year has a Head of Year and an Assistant Head of Year to help with keeping contact with parents and informing everyone concerned with the pupil of all praise and concern issues.

Linking home to school

St Marylebone is committed to working closely with parents to support pupils’ education. Parents receive a full profile, teacher-assessed grades and (where appropriate) a summary report during the course of a year. All parents are invited to attend a parents’ evening once a year, when they are able to speak to their daughters’ teachers.

Attendance is tracked with a special programme that supports attendance and parents are contacted if there are concerns about attendance. All Year 7 parents are invited to a parents’ evening before their daughter starts at St Marylebone. This evening takes place in the summer term and provides an opportunity for parents to meet their daughters’ form tutors and other key members of staff.

The school has a very active Parent Teacher Association that meets once a half-term. During the past year, the parents have been actively raising funds to install air conditioning in the theatre and have organised a series of very successful events, including an auction and a Michaelmas and Summer Fair.

St Marylebone School sports and arts development

The new sports hall and five-storey arts block are well used. The buildings, designed by architect Philip Gumuchdjian, have impressed everyone who has looked around. The sports hall has an east wall made of huge glass shutters that rise up to open up that entire side and allow the building to be flooded with light. It is built nine metres below the old playground surface.

Directly alongside the sports hall to the south are two dance studios, one on top of the other with a balcony overlooking the sports hall below. Above ground, two new music teaching rooms form the ground floor of the three-storey building; a music practice room suite of six rooms sits on the floor above and there are two brand new art studios with floor-to-ceiling north-facing windows on the top floor. The south-east corner of the site houses the new lift shaft, clock tower, changing rooms, showers and toilets. Such superb facilities support and reflect the school’s excellent quality of performing arts and physical education.
Admissions policy

The school plans to admit 150 girls each year.

To be considered for a place, you must complete the common application form for the local authority where you live. Also, all applicants other than children with Education, Health and Care Plans or Statements of Special Educational Needs (as defined below) must complete the school’s supplementary information form (SIF).

You must apply before the closing date specified. Late applications or applications not made in accordance with the applications procedure will not be considered by the admissions committee until all applications made on time have been dealt with.

You are strongly encouraged to visit the school on an open day before making an application. This visit does not form part of the admissions process and nothing that you say or do at that visit will be taken into account by us but we encourage this so that you have enough knowledge of the school to feel confident that it is an appropriate one for your daughter.

Parents are expected to encourage their daughters to participate in, and benefit from, the school’s Christian and Church of England tradition.

Order of making offers

We expect to have more applicants than we have places available, so we have to have a way to decide the order in which offers will be made. Our arrangements reflect the fact that the school is a Church of England school but one that welcomes members of all faiths and of no faith.

In deciding the order of offers, we apply the following definitions:

1. Looked After and previously Looked After Children – children who are or have previously been looked after by a local authority, within the meaning of paragraph 1.7 of the School Admissions Code published on 1st February 2012.

2. Children with Special Educational Needs – namely girls with with Education, Health and Care Plans or Statements of Special Educational Needs. Statemented children obtain a place through the statementing process and should not apply under this procedure. The number of girls with statements either naming the school, or whose local authority has advised the school before the admissions committee makes its admissions decisions that it is proposing to name the school, will be taken into account in deciding how many places can be offered to non-statemented girls.

3. Performing arts places – these are offered to applicants whose daughters can demonstrate a specific aptitude for one of the performing arts (dance, drama, music or choral). To assess this, girls will be invited for audition. Information about the audition process and how we assess aptitude is included in the performing arts application form. If you wish your daughter to be considered under this category, please obtain a performing arts form and return it to the school by the published deadline. Applicants for performing arts places who are not offered a place under this category will automatically be considered for other places according to any other category that may apply provided they are assessed under the banding process described below and, if they wish to be considered for a Church of England place, they have completed a clergy form.

4. Children of staff – where the member of staff has been employed at the school for two or more years at the time of application or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

5. Church of England places – to qualify under this category, your daughter must:
   - Live in the diocese of London and
   - have attended her Church of England place of worship over at least three years before the date of application to the school and her parent(s) must also have attended the Church service during those three years. A year means a period of 12 consecutive months.
You must obtain a completed clergy form and send it to the school by the published deadline.

6. Open places – any girl not falling within any of the previous categories will be considered for a place on an open basis.

The procedure
Banding

We want a balanced intake which is representative of the ability of those applying each year for places. To achieve this, we operate “banding”. Each girl must come to the school on the assessment day when tests will be taken. Details of the banding assessment are available at the open days and via the school’s website. If in exceptional circumstances and at the discretion of the headteacher your daughter can not attend, predicted SATs or other relevant evidence may be considered. It will be up to you to provide such other evidence. Pupils who are Looked After Children or previously Looked After Children are also required to take the test even though they have first priority so that their ability is taken properly into account in balancing our intake. The ability of statemented children will be assessed from the statement data.

The purpose of these tests is solely to place girls in the right ability band. The test result does not determine who is offered or refused a place. There will be four ability bands, each consisting of 25% of those girls who have taken the test or sent in alternative objective evidence in any given year. This means that the band into which an individual girl is placed will depend on where that girl is placed in relation to the overall ability of those actually applying for places in the year in question.

Girls selected for performing arts places will take place in the banding arrangements and will then be allocated to their appropriate band.

Allocating places

1.1 We identify and allocate places to the pupils who are Looked After Children or previously Looked After Children.

1.2 We identify pupils and allocate places to statemented children where the school is named on their statement.

1.3 We identify the candidates to whom performing arts places will be offered.

1.4 We identify and allocate places to children of staff eligible for places.

2.1 We then establish which band each girl who has applied for a place comes into. We deduct the number of girls who have performing arts places and who are children of staff from each of the bands. We then designate 60% of the remaining places in each band, rounded up to the nearest whole number, as Church of England places.

2.2 In allocating the remaining Church of England places in each band after deducting the number (if any) of places in that band allocated to pupils who are Looked After Children or previously Looked After Children and statemented children who qualify for Church of England places, we will give priority places in each band in the following order:

2.3 To candidates who have attended a weekly service with their parent or guardian at St. Marylebone Parish Church on at least 26 occasions in each of the three years preceding the date of application to the school.

2.3.1. To candidates who have attended a weekly service with their parent or guardian at any other Church of England church on at least 26 occasions in each of the three years preceding the date of application to the school.

2.3.2. To candidates who have attended a weekly service with their parent or guardian at any Church of England church on at least 13 occasions in each of the three years preceding the date of application to the school.
2.1.4 To any other candidates who qualify for a Church of England place.

2.2 In allocating those remaining open places in each band after deducting the number (if any) of places in that band allocated to pupils who are Looked After or previously Looked After and statemented children who do not qualify for Church of England places, we will give priority places in each band in the following order:

2.2.1 To candidates who are resident in the diocese of London

2.2.2 To any other candidate.

Tie break

If there are more candidates in any group or category than there are places available, the order in which places will be offered will be based on where the candidates live with preference given to a child who lives the shortest distance from the school. The address of a candidate is the permanent domestic address of the parents. Business addresses are not acceptable. If your child does not live with both parents, it is the address of the parent, guardian or carer with whom the child lives permanently or for the greater part of the week. If access is equal then it is the address of the parent, guardian or carer which you have nominated in connection with this application. Distances are 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 pupils, as measured by the local authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, priority will be given to the applicant(s) living closest to the ground floor and then by ascending flat number order. Where it is necessary to further differentiate between applicants living the same distance from the school, priority will be decided by random allocation.
Westminster Academy

Basic information

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<thead>
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<tbody>
<tr>
<td>Headteacher</td>
<td>Smita Bora</td>
</tr>
<tr>
<td>Address</td>
<td>The Naim Dangoor Centre, 255 Harrow Road, London, W2 5EZ</td>
</tr>
<tr>
<td>Telephone</td>
<td>020 7121 0600</td>
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<tr>
<td>Email</td>
<td><a href="mailto:admin@westminsteracademy.biz">admin@westminsteracademy.biz</a></td>
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Allocation of places for Year 7 in 2014

Number of places available: 180
Applications received (by 31st October 2013 closing date): 430
Analysis of offers made in initial round (3rd March 2014)
Under pan-London co-ordinated arrangements, all applicants were offered a place or offered a higher-preference school.

Admission appeals in previous years

2014  None
2013  None
2012  None

How to apply

For secondary transfer 2015, applicants must name the school as a preference on the common application form of the local council where they live

Apply online at westminster.gov.uk/admissions
Aims

“This is an Outstanding school. [Westminster Academy] students make outstanding progress.” Ofsted, 2013

At Westminster Academy we believe that education is success. We have a relentless focus on attainment and strive to ensure every student leaves us as a well-rounded young person with exceptional examination results. We aim for students to achieve their spiritual, moral, social, cultural, intellectual and physical potential and we achieve this through the dedication of a talented and knowledgeable staff body, as well as an extended school day.

As an International Business and Enterprise Academy, Westminster Academy students receive unparalleled opportunities to advance their careers, such as through our international business and community links, our advanced internship programme and our extensive extra-curricular programmes. This year we have also announced a partnership with the Royal Society of Medicine, which will give huge advantages to students studying for science or medicine.

Westminster Academy has been recognised nationally for the success of its personalised curriculum and aspirational, inclusive vision to attain excellence for all students. In 2013 the Academy was the recipient of:

- The IAA (Independent Academies Association) Honorary President’s Award for Academy Transformation, presented by Lord Adonis (National Winner)
- TES Secondary School of the Year
- The Deputy Prime Minister’s Pupil Premium Award (National Winner)
- The Mayor of London’s Gold Club award

Sixth Form

“The sixth form is outstanding. Students studying the International Baccalaureate make outstanding progress.” Ofsted, 2013

Westminster Academy is the only non fee-paying school in the tri-borough area to offer the prestigious International Baccalaureate Diploma Programme and the IB Career-related Certificate. IB students consistently achieve above world average results and in 2013 100% of students achieved grades equivalent to A*s and As. Students also have the option of broader vocational study through our partnership with City of Westminster College.

All students gain university offers, with recent evidence from HESA (the Higher education Statistics Agency) showing that IB students do significantly better at university than those with equivalent qualifications. To support aspirations our sponsors, the Dangoors, have offered £15,000 scholarships for the first three students to attend either Oxford, Cambridge or Imperial after leaving the Academy.

Location and facilities

“The Academy uses its links and central London location to provide students with an outstanding range of extra-curricular support to raise their self-esteem and aspirations.” Ofsted, 2013

The Academy has a state-of-the-art building which has won several architectural and design awards. It offers students:

- LEAP Parkour park
- a sports hall and dance studio
- the latest cutting-edge information and communications technology including our music suite
- a lecture theatre.

Our facilities maximise teaching and learning possibilities, enable our extensive extra-curricular programme and attract visitors who are leaders in their fields. The central location benefits students through our wide variety of business, enterprise, cultural and community links.

Focus on the classroom

“Teaching in English, maths and many other subjects is outstanding. Teachers have outstanding subject knowledge and plan interesting activities which motivate students… In all lessons the level of challenge is high.” Ofsted, 2013

Life for students at the Academy is exciting and challenging. Through an integrated curriculum, young people are equipped with the skills to become confident, independent and successful learners. Small class sizes and innovative teaching and assessment has put Westminster Academy in the top 1% of academies nationally in terms of progress measures in English, Science and its Best 8 score including English and maths.
Westminster Academy is a winner of the Department for Education’s “Assessment Innovation Fund”, and is leading the country in developing the replacement for National Curriculum levels. Our approach to assessment involves giving parents and students detailed feedback on how to progress at home, so that all students learn as much as possible.

The extended school day at Westminster Academy enables extra support for students to achieve and surpass academic targets; a challenging gifted and talented programme and a successful mentoring scheme.

“Students appreciate the extra support they receive from teachers to improve their grades outside normal hours.” Ofsted, 2013

International business and enterprise specialism

“Targeted mentoring schemes with international businesses have widened students’ horizons and one-to-one support from highly-successful business people makes students feel valued.” Ofsted, 2013

Our specialism of international business and enterprise threads through all aspects of the curriculum, and we work with international business and community partners such as British Land, Marks and Spencer and Mosaic to ensure our students are gaining the skills that companies want to see in future employees. Students develop curiosity and grit alongside the ability to tackle problems, take initiative, be flexible and work in teams. A wide range of work-related learning experiences is provided leading to a qualification in enterprise capability for all our students.

Our advanced internship programme gives Key Stage 4 students the opportunity to experience three internship placements throughout the year, equipping students with skills and experience to give that crucial edge to their CVs and develop into self-reliant, creative and ambitious employees of the future.

Enterprise extends outside the curriculum; with the school philosophy grounded in the IB learner profile, every opportunity is taken to promote the development of responsible global citizens.

“Students’ spiritual, moral, social and cultural development is greatly enhanced by an outstanding range of extra-curricular activities. As a result, students have high aspirations for their futures.” Ofsted 2013

Inclusion/special needs

“Disabled students and those who have special educational needs make outstanding progress as a result of the Academy’s achievements.” Ofsted, 2013

The Academy is an inclusive school and plans for the education of each child as a unique individual. Many students benefit from being taught in small groups and individual learning programmes are developed so that all students have the opportunity to follow a relevant curriculum that stimulates their learning.

The Academy’s special educational needs policy ensures the requirements of all students with special needs are identified early and that an appropriate curriculum and support are provided.

Discipline and welfare

“Students from a wide range of backgrounds and cultures get on well with each other and with staff.” Ofsted 2013

The Academy’s house system is focused on small tutor groups, which allow one-to-one tutoring for each student every week and a consistent point of contact for parents. Each year group has specialist staff to meet the students’ pastoral needs and the Academy also has a student welfare officer.

The Academy promotes a safe, secure and positive learning environment. We instil high expectations and high standards of behaviour. Our clear learning behaviour policies and procedures are supported through a rewards and sanctions system. Students are expected to take individual and shared responsibility for behaviour; vertical tutor groups and peer support together with a successful student leadership programme are valuable contributions to the community of the Academy. Students may be required to work in isolation at the Academy or in alternative provision if their behaviour prevents others from learning.
Admissions policy
Where the number of applications for admission is greater than the published admissions number, applications will be considered for Year 7 against the criteria set out below. After the admission of students with Education, Health and Care Plan or Statement of Special Educational Needs where Westminster Academy is named on the statement, the criteria will be applied in the order in which they are set out below:

1. Children in public care (Looked After Children) and previously Looked After Children. Previously Looked After Children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangement order or special guardianship order). Further references to previously Looked After Children in the code mean such children who were adopted (or subject to child arrangement orders or special guardianship orders) immediately following having been looked after.

2. Children whose siblings currently attend Westminster Academy and who will continue to do so on the date of admission. The term ‘sibling’ means a full, step, half, adopted or fostered brother or sister, but not cousins.

3. Children with exceptional medical, social or other need for a place at Westminster Academy, where the application is supported by written specific professional advice as to why admission to Westminster Academy is necessary. The definition as to what constitutes exceptional needs within the scope of this provision will be agreed by the trust and will be available in writing to parents in the prospectus as part of the admissions policy.

4. Children of staff in either or both of the following circumstances:
   - 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
   - The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

5. Children who live closest to Westminster Academy, measured by the shortest walking distance. The distance which determines how close the student lives to Westminster Academy is the shortest walking distance along public highways and footpaths between the door to the student’s permanent address and the nearest entrance to Westminster Academy’s main building. The student’s permanent address is where he or she normally lives and sleeps and goes to school from. Proof of residence can be requested at any time throughout the admissions process. If false or misleading information is used to gain entry to Westminster Academy, the offer of a place will be withdrawn and the application cancelled.
Allocation of places for Year 7 in 2014

Number of places available: 140

Applications received (by 31st October 2013 closing date): 364

Analysis of offers made in initial round (3rd March 2014)

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<tr>
<th></th>
<th>Christian places</th>
<th>Other world faith places</th>
<th>Open places</th>
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Siblings 32

Admission appeals in previous years

2014  None
2013  None
2012  None
Our School

Westminster City School is a comprehensive school for boys located in the heart of Westminster close to Buckingham Palace, the Houses of Parliament and Westminster Abbey. We are proud of our rich and diverse school community which is multi-faith, multi-cultural and a true reflection of the modern city we live in. Our strong moral and spiritual ethos ensures pupils develop and prosper during their time at our school.

With only 140 pupils admitted into each year group, we are a relatively small school. This enables us to teach in small groups and ensure every pupil enjoys coming to school and challenging themselves to be the best they can.

We operate an extended school day so pupils can take part in a range of sports or extra activities both before and after school, as well as having the opportunity to use our library to do their homework in a safe and supportive environment.

Our hardworking and committed staff delivers the curriculum in a way that ensures all our pupils are able to learn and achieve to the best of their ability. Our results are well above national average with pupils achieving GCSE results that are in the top third nationally. Class sizes are often under 20, enabling those who need extra support to receive it, sometimes on a one-to-one basis in English and maths. Those who are able to take their exams early do so, giving them the best chance of obtaining the grades required for entry into top universities. Every decision we make is focused on helping every pupil reach their maximum potential.

"The school’s Christian ethos and its promotion of cultural, social and moral diversity permeate all aspects of the school community. Student’s behaviour is good in and out of lessons and they feel safe.” Ofsted, January 2013

History and facilities

The school, whose foundation dates from the 16th century, has been located in Palace Street since 1874. Our beautiful Victorian buildings have been restored, modernised and complemented by a superb new building that includes an underground sports hall, drama studio, art gallery, iMac technology suites and a recording studio. In addition to our on-site facilities, the school uses local sports centres for swimming, squash and fitness training.

We have close links with St Margaret’s Church at Westminster Abbey which provides the perfect setting for our religious services throughout the year, while the school hall hosts daily assemblies and a range of secular activities. The school site is just a few minutes’ walk from Victoria Station and is easily accessible by public transport. The school is open from 8am to 5pm and on most Saturday mornings for pupils to enjoy the many extra-curricular clubs and study sessions that are available.

"The school also offers a wide range of extra-curricular activities including an Army Cadet corps that provides a valuable experience for many students.”

Ofsted, January 2013

Moving into Year 7

Our goal is to make the transition from primary school into Year 7 as seamless as possible. Our house system and strong pastoral support allows the new cohort of boys to feel at home immediately. Parents receive regular updates via telephone, text, email and parents evenings and can discuss progress with the Head of Learning at any time.

How to apply

For secondary transfer 2015, applicants are required to:

- Name the school as a preference on the common application form of the local council where they live.
- Complete the school’s supplementary form.
- Complete the school’s faith reference form.
- Take an assessment test to enable them to be placed in an ability band.
Outstanding curriculum

The benefits of a broad curriculum can only be enjoyed with a strong command of the fundamentals. This core foundation will give pupils meaningful access to the rest of the curriculum and enhance their career choices. We believe passionately that this provides a strong foundation for every other subject and is critical for success at school and in life.

Pupils are taught in ability groups in Years 7 and 8 and then follow a three-year Key Stage 4 with a range of learning routes. All pupils study the core subjects of English, maths, science and religious studies and we offer a range of option subjects. Gifted pupils are accelerated through Key Stage 4, taking exams in some subjects at the end of Year 10 allowing them to start A level study in Year 11.

In the sixth form we offer an extensive range of A and AS level subjects for students who achieve a B grade or above. The school is also able to provide bursaries funded by EDF Trading of £4,000 per year to students applying to university. Our goal is to provide every student with the qualifications at 18+ to make real choices about their future, either at university or via a vocational training route.

"The newly introduced Years 9 to 11 curriculum is outstanding because it is well tailored to students’ capabilities and has had a dramatic impact on raising their achievement." Ofsted, January 2013

Outside the classroom

Thanks to our central location our pupils regularly take part in visits to museums, art galleries, exhibitions, theatres, sporting events and places of interest across London. Our connections with universities and colleges such as King’s College, Imperial College and Goldsmiths provide opportunities for pupils to attend summer courses and specialist courses including astronomy at Greenwich Observatory. Westminster City School has close links with the local business community and we work together to provide work experience placements, mentoring schemes and university bursaries.

Many pupils play sport regularly after school and on Saturday mornings, as well as for district, regional and national teams. Clubs cater for a wide range of interests, including animation, photography, drama, music, a choir, the environment, art, reading and sports. The school has its own Army Cadet detachment which parades every week and provides opportunities for pupils to take part in outdoor pursuits, camps and related activities.

"...An extensive extra-curricular programme is in place offering numerous additional classes to support students’ academic achievement as well as clubs to develop other interests." Ofsted, January 2013

Inclusion and behaviour

As a small school with a comprehensive intake of pupils, Westminster City School has a supportive family atmosphere with a strong sense of community and inclusion. All pupils are involved in assemblies and services and the school chaplain offers counselling and support for vulnerable pupils. Staff and students also volunteer their help and raise money for a number of charitable organisations.

Assemblies are used to recognise achievements and good behaviour and we acknowledge and reward contributions made to the life and ethos of the school. Levels of attendance are the highest in Westminster and we regard this as endorsement that our pupils enjoy coming to school.

We are a strictly disciplined school and proud of it. A lack of respect for other members of the school community is not tolerated. We expect high standards of behaviour at all times with discipline at the school being underpinned by a system of rewards and sanctions. Parents play an essential role in this system and receive regular reports regarding their son’s progress. The school supports and expects parents to take an active role in their son’s education.

"The school is fully committed to creating an ethos of inclusive spirituality in which all students, irrespective of ethnicity and faith, can flourish. Overwhelmingly, the students and parents endorse and appreciate the impact this achieves in community spirit and individual growth."

Catherine Large, Section 48 Inspection, March 2012
Admissions policy

1. Westminster City School is a non-denominational Christian comprehensive Academy for boys and has a special relationship with St. Margaret’s Church, Westminster Abbey. We seek to maintain a wide cultural and religious diversity in the school and therefore offer places to boys of Christian faith, other world faith and no faith who are willing to support the Christian ethos.

2. Boys admitted to the school, and their parents and carers, are required to abide by school regulations. They will co-operate with the staff on matters of attendance, punctuality, homework, uniform, and in maintaining the highest standards of behaviour both in school and beyond the school premises.

3. We are a specialist science college but do not have any requirement for aptitude from prospective students.

4. In September 2015, the Governors intend to admit 140 boys (the PAN – Published Admission Number) within the full range of ability into Year 7. In order to gain a full understanding of the school, applicants and parents/carers are strongly advised to visit the school on one of the open days. Admission Forms and instructions on how to submit an application to the school are available from the school.

5. Parents/carers are expected to support the services that take place annually in St. Margaret’s Church and to encourage their son/ward to contribute to, and benefit from, the school’s Christian ethos and religious tradition.

6. The school is participating within co-ordinated admission arrangements with other secondary schools in Westminster and all deadlines within that should be adhered to by applicants.

7. We have a separate policy for sixth form admission.

8. Admission to our school is not dependent on any ‘voluntary’ contribution.

9. Parents of children with a Education, Health and Care Plan or Statement of Special Educational Needs or disability (SEND) are required to apply for school places separately through their local authority from whom advice is available. If a child with a statement of SEND is placed in the school before the offer date they will count towards the PAN and the number of other places will be reduced. Applicants should state under which category they are applying on the supplementary form:
   - Christian places
   - Other World Faith places
   - Open places

Those unsuccessful in one category may be considered for another appropriate category.

Transfer into Year 7

Admissions criteria

Range of ability

As a comprehensive school we are committed to offering places to boys across the full range of academic ability. To secure a comprehensive range of abilities throughout each intake and across the school, all applicants for any place will be required to take a test based on English, mathematics and science. Applicants will be placed in to one of three broad ability bands (25% band one, 50% band two and 25% band three).

Places

There are three types of places within each ability band: Christian places (60%), Other World Faith places (20%) and Open places (20%)

1. Christian

Governors will allocate 60% of places to boys from Christian families. Priority will be given to boys whose families actively attend churches that are full members of Churches Together in Britain and Ireland. The faith reference form must be completed by your priest or minister of religion.
2. Other World Faith
Governors will allocate 20% of places for boys who are practising other World Faiths and who are willing to support the clear religious, social and ethical ethos of the school. The faith reference form must be completed by a priest or religious leader. If for any reason you are unable to get this form signed, you must make a statement in the ‘additional evidence’ section.

3. Open Places
Governors will allocate 20% of places to boys of no faith who are willing to support the clear religious, social and ethical ethos of the school.
Oversubscription criteria

Where the number of applications for admission is greater than the PAN, applications will be considered against the criteria set out below. Places will be allocated in the following priority order:

1. Looked after children

2. The Governors will give priority to children of staff who have been continuously employed by the school for a period of at least two years at the time of application or where the member of staff is recruited to fill a vacancy where the post is hard to fill. These places are offered irrespective of religious affiliation.

1 'Looked After Children' means a child who is looked after by a local authority in accordance with section 22 of the children Act 1989(b) at the time an application for his admission to a school is made and who the local authority has confirmed will still be looked after at the time when he is admitted to the school. Previously Looked After Children are those 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 Sibling means a child who resides at the same address and who has at least one parent in common by birth, legal adoption or marriage or a child living at the same address whose parents are living as partners at this address. We do not include cousins within our definition of siblings.

3 Distances are measured as a straight line, from the centre of the child’s address to the front entrance of the Waterlow building, as measured by the local authority’s computerised measuring system. Where it is necessary to differentiate between applicants living in the same block of flats, a further tie-breaker of random allocation will be used from the applications within this block.

3 Christian Places (60% of places)

1 Boys of families who are regular worshiping members of a Christian Church (CTBI). If the Christian places are oversubscribed, length and frequency of regular church attendance of child and parent will be taken into account.

2 Boys with a sibling attending the school at the time of application with a reasonable expectation they will be attending at the time of the start of the new academic year.

3 Boys who are attending a Christian primary school at the time of application.

4 The nearness of the home to the school

You must submit the faith reference form to be considered for these places. If there are fewer qualified applicants for Christian places than places available in each band, the unfilled places will become equal numbers of additional Other World Faith places and Open Places.

4 Other World Faith Places (20% of places)

1 Boys of families who are regularly practice a faith other than the Christian Faith who express a clear desire for a school with a Christian ethos.

2 Boys with a sibling attending the school at the time of application with a reasonable expectation they will be attending at the time of the start of the new academic year.

3 The nearness of the home to the school

You must submit the faith reference form to be considered for these places. If there are fewer qualified applicants for Other World Faith places than places available in each band, the unfilled places will become equal numbers of additional Christian places and Open Places.

5 Open Places (20% of places)

1 Boys with a sibling attending the school at the time of application with a reasonable expectation they will be attending at the time of the start of the new academic year.

2 The nearness of the home to the school

If there are fewer qualified applicants for Open places than places available in each band, the unfilled places will become equal numbers of additional Christian Places and Other World Faith Places.
Other information

In-year admissions
An in-year admission is when an application for a school place needs to be made outside of the normal admission round (the first year of entry to a school). In most cases your reason for making an application will be that you have moved to a new area, moved from abroad or you would like to transfer your child from one school to another. There is a separate process for applying in-year for a school place. Further information and guidance can be found at westminster.gov.uk/admissions

Fair access protocol
Every school is committed to taking its share of vulnerable children who are hard to place, in accordance with locally agreed protocols. Accordingly, outside the normal round of admissions, the school governing bodies are empowered to give absolute priority to a child whose admission is requested under Westminster’s fair access protocol, which carries the agreement of both the governing body and local authority for the current admission year. School governing bodies have this power even for cases when admitting such a child would cause the school to exceed the normal admission number. Further information, including a copy of the protocol, is available at westminster.gov.uk/admissions

School attendance
After you have been allocated a school place, making sure your child attends school regularly and on time every day is really important, not only to make sure they have the best possible chance to get the most out of their education but also because children who are not in school are more likely to get into trouble outside of school or be vulnerable. Parents have a legal responsibility to get their children to school, but if you are having difficulties with this, it is important you talk to school staff who are there to help you.

You or school staff may feel you need some extra help. Each borough has professional staff who work with families with children who are not attending school. They are based the Locality teams if you live in Westminster (tel: 020 7641 4000). These multi-disciplinary teams will work with schools, children and parents to improve children’s attendance and reduce unnecessary absence and truancy.

There is also a tri-borough central team – The ACE Team – concentrating on the following areas of work:
- attendance (processing legal action for entrenched non-attendance & issuing penalty notices)
- child employment and children in entertainment
- elective home education and children missing education.

This team is based at Kensington Town Hall and can be contacted on 020 8753 2877.

Special educational needs
westminster.gov.uk/sen
Telephone: 020 7361 3311

The majority of children and young people with Special Educational Needs (SEN) or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Westminster City Council ensures that there are arrangements in place within these settings for identifying, assessing and making provision for pupils with SEN. If you believe that your child has a special learning need, it is always advisable to discuss this with the head teacher when you visit the school to which you are thinking of applying. Each school has a budget for meeting the needs of pupils with SEN and will be able to talk to you about the support they provide for children with learning needs and how they will meet your child’s needs. The Local Authority expects mainstream schools to work with parents to track children’s progress and record the outcomes and agreed provision in an SEN support resourced plan.

Some children and young people with SEN or disabilities may need a level or type of support that cannot be
provided by a mainstream school and/or within a mainstream school’s budget. For such pupils it may be necessary to carry out an Education, Health and Care needs assessment. The local authority can then decide whether an Education, Health and Care plan should be written, which details how a child’s additional needs will be met. If your child has an Education, Health and Care plan or a Statement of Special Educational Needs (SEN), the information set out in this booklet relating to the application process does not apply to you. To discuss the arrangements which will need to be made for your child please call 020 731 3311.

**Education Psychology Service**

Every school has the support of an educational psychologist – a specialist in how children and young people develop and learn. Help may be asked for when pupils show difficulties with their behaviour, learning or progress generally in school.

Educational psychologists will work with children only if the parents agree. Parents themselves may ask for their help through the school.

For more information, contact the Education Psychology Service on 020 7361 3311 or 020 7641 7600

**Westminster services for children with disabilities**

You can find a directory of all services for children with disabilities and their families in Westminster, as well as a map showing the locations of key services in your area at westminster.gov.uk/cwd. The directory includes information about special schools in Westminster as well as mainstream schools which have disability specialisms.

**Assistance with home-to-school travel**

[westminster.gov.uk/schooltravel](westminster.gov.uk/schooltravel)

Telephone: 020 7745 6433

All children under 16 in full-time education can travel free on bus and tram services. All school pupils will be required to carry a ‘Zip’ Oyster Photocard to travel free on buses and trams. For further information, please visit the Transport for London (TfL) website at [tfl.gov.uk](http://tfl.gov.uk).

It is expected that children who are resident in Westminster make use of the concessions offered by TfL, including free travel across London. However, there may be circumstances where travel assistance is required outside the scope of free arrangements offered by TfL. In this instance, Westminster City Council will take account of the statutory requirements. The full policy and application form are available at from the School Admissions Team at westminster.gov.uk/schooltravel or by contacting the council’s School Admissions Team.

**Free school meals**

[westminster.gov.uk/fsm](westminster.gov.uk/fsm)

fsm@westminster.gov.uk

Telephone: 020 7641 3412

Children whose parents receive any one of the following are entitled to free school meals:

- Income Support
- Income-Based Jobseeker’s Allowance
- Income-Related Employment and Support Allowance
- Support under Part Vi of the Immigration and Asylum Act 1999 (parents who are supported by the National Asylum Support Service or their home local council’s central asylum team)
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by Her Majesty’s Revenue & Customs) that does not exceed £16,190 (as of 6th April 2012)
• Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week

• The guarantee element of State Pension Credit.

Please note that the government could change the criteria for eligibility at any time.

Application forms are available from all Westminster Schools or Pupil Benefits at westminster.gov.uk/fsm, fsm@westminster.gov.uk or 020 7641 3412. If your child attends a Westminster school, you should apply on a Westminster form regardless of where you live. Entitlements are reviewed yearly and parents are responsible for ensuring that applications are renewed every year and that Pupil Benefits is notified of any change in their circumstances or if their child changes school.

**University Technical Colleges and Studio Schools**

University Technical Colleges and Studio Schools are opening in some areas to provide technically-oriented courses of study or work skill based learning for 14-19 year old.

Westminster City Council will co-ordinate applications for residents for University Technical Colleges (UTCs) and Studio Schools in neighbouring Local Authorities. Applicants are encouraged to apply online at westminster.gov.uk/admissions

Currently there are no UTCs or Studio Schools in Westminster. Please see utcolleges.org and studioschoolstrust.org for further information.
Westminster: Your choice for secondary education. Apply online at westminster.gov.uk/admissions.
Private/independent (fee-paying) secondary schools in Westminster

A list of private or independent schools in Westminster is provided below. You will usually be required to pay fees to attend these schools but some may offer bursaries towards these fees. More detailed information is available from the Independent Schools’ Council (isc.co.uk) and the Independent Schools Directory and Resource (independentschools.co.uk) or from schools direct. These schools do not form part of the Pan London Admissions System (PLCAS) and you must apply to them directly.

**Abbey College**
Mixed
Age range 14-19
22 Grosvenor Gardens, Belgravia, SW1W 0DH
Tel: 020 7824 7300
abbeylondon.co.uk

**The American School in London**
Mixed
Age range 4-18
1 Waverley Place, NW8 0NP
Tel: 020 7449 1200
asl.org

**Bales College**
Mixed
Age range 11-18
742 Harrow Road, W10 4AA
Tel: 020 3642 7429
balescollege.co.uk

**Davies Laing and Dick College**
Mixed
Age range 14-19
100 Marylebone Lane, W1U 2QB
Tel: 020 7935 8411
dldcollege.co.uk

**Francis Holland School, Sloane Square**
Girls only, Church of England,
Age range 4-18
39 Graham Terrace, SW1W 8JF
Tel: 020 7730 2971
fhs-sw1.org.uk

**Francis Holland School, Regent’s Park**
Girls only, Church of England
Age range 11-18
Ivor Place, NW1 6XR
Tel: 020 7723 0176
fhs-nw1.org.uk

**International Community School**
Mixed
Age range 3-19
21 Star Street, W2 1QB
Tel: 020 7402 9273
icschool.co.uk

**Lansdowne College**
Mixed
Age range 14-19
40-44 Bark Place, W2 4AT
Tel: 020 7616 4400
lansdownecollege.com
Portland Place School
Mixed
Age range 9-18
56-58 Portland Place, W1B 1NJ
Tel: 020 7307 8700
portland-place.co.uk

Queen’s College London
Girls only, Church of England
Age range 11-18
43-49 Harley Street, W1G 8BT
Tel: 020 7291 7070
qcl.org.uk

The Sylvia Young Theatre School
Mixed
Age range 10-16
1 Nutford Place, W1H 5YZ
Tel: 020 7258 2330
sylviayoungtheatreschool.co.uk

Westminster School
Boys only (mixed sixth form),
Church of England
Age range 12-19
Little Dean’s Yard, SW1P 3PF
Tel: 020 7963 1000
westminster.org.uk
Contact details for other boroughs

Detailed information about schools outside Westminster and their admission arrangements is available directly from schools or the local council in which they are situated.

Please remember to check the admission arrangements for your preferred schools to assess whether you are likely to be offered a place. You may also need to complete a supplementary form. If you wish to apply for a school place in a borough other than Westminster, Hammersmith & Fulham or Kensington & Chelsea, the application must still be made via the borough in which you live. To find out more about schools outside of Westminster please see the contact details of the admissions teams across London listed below.

**Barnet**
Website: [barnet.gov.uk](http://barnet.gov.uk)
Email: school.admissions@barnet.gov.uk
Telephone: 020 8359 7651

**Barking & Dagenham**
Website: [lbbd.gov.uk](http://lbbd.gov.uk)
Email: 3000direct@lbbd.gov.uk
Telephone: 020 8215 3004

**Bexley**
Website: [bexley.gov.uk](http://bexley.gov.uk)
Email: schooladmissions@bexley.gov.uk
Telephone: 020 8215 3004

**Brent**
Website: [brent.gov.uk](http://brent.gov.uk)
Email: school.admissions@brent.gov.uk
Telephone: 020 8937 3110

**Bromley**
Website: [bromley.gov.uk](http://bromley.gov.uk)
Email: school.admissions@bromley.gov.uk
Telephone: 020 8313 4044

**Camden**
Website: [camden.gov.uk](http://camden.gov.uk)
Email: admissions@camden.gov.uk
Telephone: 020 7974 1625

**City of London**
Website: [clsb.org.uk](http://clsb.org.uk)
Email: fyi@cityoflondon.gov.uk
Telephone: 020 7332 1002

**Croydon**
Website: [croydon.gov.uk](http://croydon.gov.uk)
Email: school.admissions@croydon.gov.uk
Telephone: 020 8726 6400

**Ealing**
Website: [ealing.gov.uk](http://ealing.gov.uk)
Email: mainroundadmissions@ealing.gov.uk
Telephone: 020 8825 5522

**Enfield**
Website: [enfield.gov.uk](http://enfield.gov.uk)
Email: enfield.school.admissions@enfield.gov.uk
Telephone: 020 8379 5501
<table>
<thead>
<tr>
<th>Location</th>
<th>Website</th>
<th>Email</th>
<th>Telephone</th>
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<tbody>
<tr>
<td>Greenwich</td>
<td>royalgreenwich.gov.uk</td>
<td><a href="mailto:school-admissions@greenwich.gov.uk">school-admissions@greenwich.gov.uk</a></td>
<td>020 8921 8043</td>
</tr>
<tr>
<td>Hillingdon</td>
<td>hillingdon.gov.uk</td>
<td><a href="mailto:admissions@hillingdon.gov.uk">admissions@hillingdon.gov.uk</a></td>
<td>01895 556644</td>
</tr>
<tr>
<td>Hackney</td>
<td>learningtrust.co.uk</td>
<td><a href="mailto:admission@learningtrust.co.uk">admission@learningtrust.co.uk</a></td>
<td>020 8820 7105/7247</td>
</tr>
<tr>
<td>Hounslow</td>
<td>hounslow.gov.uk</td>
<td><a href="mailto:admissions@hounslow.gov.uk">admissions@hounslow.gov.uk</a></td>
<td>020 8583 2721</td>
</tr>
<tr>
<td>Hammersmith &amp; Fulham</td>
<td>lbhf.gov.uk</td>
<td><a href="mailto:school.admissions@lbhf.gov.uk">school.admissions@lbhf.gov.uk</a></td>
<td>020 7745 6434</td>
</tr>
<tr>
<td>Islington</td>
<td>islington.gov.uk</td>
<td><a href="mailto:admissions@islington.gov.uk">admissions@islington.gov.uk</a></td>
<td>020 7527 5515</td>
</tr>
<tr>
<td>Haringey</td>
<td>haringey.gov.uk/schooladmissions</td>
<td><a href="mailto:schooladmissions@haringey.gov.uk">schooladmissions@haringey.gov.uk</a></td>
<td>020 8489 1000</td>
</tr>
<tr>
<td>Kensington and Chelsea</td>
<td>rbkc.gov.uk</td>
<td><a href="mailto:school.admissions@rbkc.gov.uk">school.admissions@rbkc.gov.uk</a></td>
<td>020 7745 6432</td>
</tr>
<tr>
<td>Harrow</td>
<td>harrow.gov.uk</td>
<td><a href="mailto:schooladmissions@harrow.gov.uk">schooladmissions@harrow.gov.uk</a></td>
<td>020 8901 2620</td>
</tr>
<tr>
<td>Kingston upon Thames</td>
<td>kingston.gov.uk</td>
<td><a href="mailto:school.admissions@kingston.gov.uk">school.admissions@kingston.gov.uk</a></td>
<td>020 8547 4610</td>
</tr>
<tr>
<td>Havering</td>
<td>havering.gov.uk</td>
<td><a href="mailto:schooladmissions@havering.gov.uk">schooladmissions@havering.gov.uk</a></td>
<td>01708 434600</td>
</tr>
<tr>
<td>Lambeth</td>
<td>lambeth.gov.uk/eadmissions</td>
<td></td>
<td>020 7926 9503</td>
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Lewisham
Website: lewisham.gov.uk
Email: schooladmissions@lewisham.gov.uk
Telephone: 020 8314 8282

Newham
Website: newham.gov.uk
Email: pupil.services@newham.gov.uk
Telephone: 020 8430 2000

Merton
Website: merton.gov.uk
Email: admissions@merton.gov.uk
Telephone: 020 8274 4906

Redbridge
Website: redbridge.gov.uk
Email: admissionsandawards@redbridge.gov.uk
Telephone: 020 8708 3562

Richmond upon Thames
Website: richmond.gov.uk
Email: education.admissions@richmond.gov.uk
Telephone: 020 8891 7514

Southwark
Website: southwark.gov.uk
Email: schools.admissions@southwark.gov.uk
Telephone: 020 7525 5337

Sutton
Website: sutton.gov.uk
Email: admissions@sutton.gov.uk
Telephone: 020 8770 5000

Tower Hamlets
Website: towerhamlets.gov.uk
Email: school.admissions@towerhamlets.gov.uk
Telephone: 020 7364 5006

Waltham Forest
Website: walthamforest.gov.uk
Email: secondary.admissions@walthamforest.gov.uk
Telephone: 0845 200 1551

Wandsworth
Website: wandsworth.gov.uk
Email: admissions@wandsworth.gov.uk
Telephone: 020 8871 7316

Contact details for diocesan authorities
The Diocese of Westminster Education Service and London Diocesan Board for Schools provide additional information about education in Catholic and Church of England schools respectively.

Diocese of Westminster Education Service (Catholic)
Website: rcdow.org.uk/education
Telephone: 020 7798 9005

London Diocesan Board for Schools (Church of England)
Website: schools.london.anglican.org
Telephone: 020 7932 1100
Map of Westminster’s educational establishments

**Secondary schools**

1. **The Grey Coat Hospital**
   - T: 020 7969 1998
   - a) St Andrew’s Building, Greycoat Place, SW1P 2DY
   - b) St Michael’s Building, 98 Regency Street, SW1P 4GH

2. **King Solomon Academy**
   - Penfold Street, NW1 6RX
   - T: 020 7563 6900

3. **Marylebone Boys’ School**
   - Priory Park Road, NW6 7UJ
   - (temporary address)
   - T: 020 7932 1179

4. **Paddington Academy**
   - Marylands Road, W9 2DR
   - T: 020 7479 3900

5. **Pimlico Academy**
   - Lupus Street, SW1V 3AT
   - T: 020 7828 0881

6. **Quintin Kynaston School**
   - Marlborough Hill, NW8 0NL.
   - T: 020 7722 8141

7. **St. Augustine’s CE High School**
   - Oxford Road, NW6 5SN
   - T: 020 7328 3434

8. **St. George’s Catholic School**
   - Lanark Road, Maida Vale, W9 1RB
   - T: 020 7328 0904

9. **The St. Marylebone CE School**
   - 64 Marylebone High Street, W1U 5BA
   - T: 020 7935 4704

10. **Westminster Academy**
    - 255 Harrow Road, W2 5EZ
    - T: 020 7121 0600

11. **Westminster City School**
    - 55 Palace Street, SW1E 5HJ
    - T: 020 7963 6300

**Special schools**

1. **College Park**
   - Garway Road, W2 4PH
   - T: 020 7641 4460

2. **Queen Elizabeth II**
   - Kennet Road, W9 3LG
   - T: 020 7641 5825

**Nursery schools**

1. **Dorothy Gardner**
   - 293 Shirland Road, W9 3JY
   - T: 020 7641 5870

2. **Mary Paterson**
   - 13 Riverton Close, off Ashmore Road, W9 3DS
   - T: 020 7641 5804

3. **Portman Early Childhood Centre**
   - 12-18 Salisbury Street, NW8 8DE
   - T: 020 7641 5435/5436

4. **Tachbrook**
   - Cockburn House, Aylesford Street, SW1V 3RT
   - T: 020 7641 8725

**Primary schools**

1. **All Souls CE**
   - Foley Street, W1W 7JJ
   - T: 020 7641 4707

2. **ARK Atwood Primary Academy**
   - Amberley Road, W9
   - T: 020 8962 4700
   - (permanent address from September 2015)

3. **Barrow Hill Junior**
   - Bridgeman Street, NW8 7AL
   - T: 020 7641 5005

4. **Burdett-Coutts and Townshend Foundation CE**
   - Rochester Street, SW1P 2QQ
   - T: 020 7641 5930

5. **CET Primary School Westminster**
   - 157 Edgware Road W2 2HR
   - (temporary site until Sept 2016)
   - T: 020 7706 8981

6. **Christ Church Bentinck CE**
   - Cosway Street, NW1 5NS
   - T: 020 3351 4135

7. **Churchill Gardens**
   - Ranelagh Road, SW1V 3EU
   - T: 020 7641 5935

8. **Edward Wilson**
   - Senior Street, W2 5TL
   - T: 020 7641 4303

9. **Essendine**
   - Essendine Road, W9 2LR
   - T: 020 7641 4382

10. **Gateway**
    - Capland Street, NW8 8LN
    - T: 020 7641 4160

11. **George Eliot Primary**
    - Marlborough Hill, NW8 0NH
    - T: 020 7722 2000
Primary schools (continued)

12. Hallfield Primary  
   Hallfield Estate, W2 6JJ  
   T: 020 7087 4960

13. Hampden Gurney CE  
   Nutford Place, W1H 5HA  
   T: 020 7641 4195

14. King Solomon Academy  
   Penfold Street, NW1 6RX  
   T: 020 7563 6900

15. Millbank Academy  
   Erasmus Street, SW1P 4HR  
   T: 020 7641 5945

16. Our Lady Of Dolours Catholic  
   19 Cirencester Street, W2 5SR  
   T: 020 7641 4326

17. Paddington Green  
   Park Place Villas, W2 1SP  
   T: 020 7641 4122

18. Pimlico Primary  
   Lupus Street SW1V 3AT  
   T: 020 7802 1909

19. Queen’s Park  
   Droop Street, W10 4DQ  
   T: 020 7641 5860

20. Robinsfield Infant  
   Ordnance Hill, NW8 6PX  
   T: 020 7641 5019

21. St. Augustine’s CE  
   Kilburn Park Road, NW6 5XA  
   T: 020 7328 0221

22. St. Barnabas’ CE  
   St Barnabas Street, SW1W 8PF  
   T: 020 7641 4232

23. St. Clement Danes CE  
   Drury Lane, WC2B 5SU  
   T: 020 7641 6586

24. St. Edward’s Catholic  
   Lisson Grove, NW1 6LD  
   T: 020 7723 5911

25. St. Gabriel’s CE  
   Churchill Gardens, SW1V 3AG  
   T: 020 7641 6300

26. St. George’s Hanover Square CE  
   South Street, W1K 2XH  
   T: 020 7629 1196

27. St. James’ and St. Michael’s CE  
   Craven Terrace, W2 3QD  
   T: 020 7641 6218

28. St. Joseph’s Catholic  
   Lanark Road, W9 1DF  
   T: 020 7286 3518

29. St. Luke’s CE Primary  
   Fernhead Road, W9 3EJ  
   T: 020 7641 5855

30. St. Mary Magdalene CE  
   Rowington Close, W2 5TF  
   T: 020 7641 4388/4395

31. St. Mary of the Angels Catholic  
   Shrewsbury Road, W2 5PR  
   T: 020 7641 4482

32. St. Mary’s Bryanston Square CE  
   Enford Street, W1H 1DL  
   T: 020 7641 4130

33. St. Matthew’s CE  
   16-18 Old Pye Street, SW1P 2DG  
   T: 020 7641 5110

34. St. Peter’s CE (Chippenham Mews)  
   Chippenham Mews, W9 2AN  
   T: 020 7641 4385

35. St. Peter’s Eaton Square CE  
   Lower Belgrave Street, SW1W 9AL  
   T: 020 7641 4230

36. St. Saviour’s CE  
   Shirland Road, W9 2JD  
   T: 020 7641 6414

37. St. Stephen’s CE  
   Westbourne Park Road, W2 5QH  
   T: 020 7641 4488

38. St. Vincent De Paul Catholic  
   Morpeth Terrace, SW1P 1EP  
   T: 020 7641 5990

39. St. Vincent’s Catholic  
   St. Vincent’s Street, W1U 4DF  
   T: 020 7641 6110

40. Soho Parish CE  
   23 Great Windmill Street, W1D 7LF  
   T: 020 7641 7311

41. Westminster Cathedral Catholic  
   Bessborough Place, SW1V 3SE  
   T: 020 7641 5915

42. Wilberforce  
   Beethoven Street, W10 4LB  
   T: 020 7641 5865
Contact details:
Email: schooladmissions@westminster.gov.uk
Website: westminster.gov.uk/admissions
Telephone: 020 7745 6433