

Thurrock Council

Secondary School Admissions

Information Brochure

September 2027

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Foreword

Starting secondary school is a very important time in a child's life. Thurrock Council appreciates that this is both an exciting and worrying time for parents and carers. We are determined to make the admissions process as straightforward and worry-free as possible. The information that follows is designed to help you make informed decisions when you apply for a secondary school place for your child.

Our online application facility has proved to be very popular and almost 9 out of 10 applications are now made this way. The advantages are that it is immediate, you will get an automatic confirmation that your application has been received and it will remove any risk of an application being delayed or lost in the post.

Apply online and you will, from **12:00 am on 1 March 2027**, be able to check online which school place has been allocated. This is nearly 2 days before offers in response to paper applications are likely to arrive.

I wish your child an enjoyable and positive experience at secondary school and every success for the future.

Please go online at thurrock.gov.uk/admissions and follow the instructions on screen.

Sheila Murphy
Executive Director, Children's Services

Applying for admission to a secondary school

If you have a child who was born between **1 September 2015** and **31 August 2016**, you must apply for a secondary school place for **September 2027**.

This brochure shows you how to transfer your child from a primary to a mainstream secondary school and set out how to maximise your chance of getting a school place that you want.

Last year Thurrock Council co-ordinated the admissions to Thurrock secondary schools and **76.2%** of parents who applied on time had their first preference met in the initial round of offers.

When to apply

You must get your application to us by **31 October 2026**. You must get your application to us on time to maximise your chances of being offered one of your preferred schools.

If you miss the closing date

Applications received after the closing date will be considered after those that are received on time and after the first round of offers have been made.

How to apply

The easiest way to apply is online – go to thurrock.gov.uk/admissions and follow the instructions on screen to make your application. If you do not have internet access at home, you can still apply online at your local library.

Your login account for this service is separate to the login accounts you may use for other Thurrock Council services, such as council tax, benefits or housing.

Once you create or log into your account, you will be able to complete an application, review, amend and submit it online. You will receive an automatic confirmation that your application has been received.

Once you have submitted your application online, you can still edit your application in the online account until the closing date for applications. Please make sure you re-submit the application once you have made the changes. Applications must be re-submitted by the closing date to be considered as on-time.

If you change your email address, you must notify our School Admissions team via the email address above. Please include your child's name and date of birth within the email.

Schools you should apply for

There are different types of secondary school in Thurrock – **9** are academy schools, **3** are free schools, and **1** is a voluntary-aided school.

These schools are all comprehensive, which means they cater for children of all levels of ability and all except one are mixed. Some have specialist status and some offer places based on aptitude for specific subjects or curriculum areas.

Brief details of each school are given in the second half of this booklet. You can get more information from the schools themselves.

The law gives you the right to state a preference for the schools that you want your child to attend, rather than to be given your choice. This is because there will be times when there are more applications than places.

When there are more applications for a school than places available, oversubscription criteria – also called admission criteria – are used to determine priority for admission. As many schools are oversubscribed it is important that you consider as many schools as possible when you are thinking about which schools to apply for.

This brochure includes information about what happened during last year's admissions, which may help you to decide which schools you would like to apply for, but it is for guidance only. There is no guarantee that last year's outcomes will be repeated.

You should start by gathering as much information about each school as possible. Information is available from:

- the school information pages in this document
- school prospectuses
- school websites
- open evenings
- Ofsted reports – available from the school or online at www.ofsted.gov.uk
- council presentations – see below for details

Our advice is that you should not base your decisions solely on the past examination results of a school or what other people say about it. We recommend that all families make up their own minds and that the child is involved in the decision about where to apply. Consider taking your child to the open evenings or open days to see what your child thinks about different schools.

When thinking about which schools to apply for, it's very important you take into account each school's oversubscription criteria. These describe how offers of places are determined and who gets priority when a school is oversubscribed. Details of the oversubscription criteria for all Thurrock secondary schools are included on the individual school pages of this brochure.

The number of preferences that you can state on your application is limited and so we recommend you include schools for which you are most likely to be successful.

You should also try to join us at one of our online briefing sessions. These can help you through the application process. They will include opportunities for you to ask our admissions staff about how the process works, and to get information on home to school transport.

We will hold **2** briefing sessions for parents and carers on **Tuesday 22 September 2026**, from:

- **1 pm to 2 pm**
- **6:30 pm to 7:30 pm**

Go to www.thurrock.gov.uk/secondary-school-admissions for details of how to take part.

If you have a specific query regarding your application for secondary school, you can also contact our School Admissions team:

- phone – 01375 652 652
- email – school.admissions@thurrock.gov.uk

How to complete your application

We recommend you apply online at thurrock.gov.uk/admissions

Each local authority has its own application form, whether it is electronic or a paper copy. You must complete the application for the local authority area in which you live, regardless of which schools you are applying for.

If you are a Thurrock resident and want to apply for schools outside Thurrock, you must do so on the Thurrock application.

It is important that the application is completed fully and accurately. Your application may be adversely affected if there are omissions or inaccuracies.

Child's address

We normally process applications on the basis of the child's home address at the time of application and offer.

The home address is the address where the child is a permanent resident, or where the child is ordinarily resident. This is usually the address of the parent, or carer with parental responsibility. The adult with whom the child is ordinarily resident would receive Child Benefit for the child.

If the parents do not live together, it should be the address of the parent with whom the child spends the majority of their time and who receives Child Benefit for the child, if this is paid.

You will be required to provide proof of address, including your council tax reference number, which can be cross-referenced with the address you give.

If you move home after completing the application or change your email address, you must inform us so that correspondence continues to reach you. A change of address may affect your offer of a place at the school of your choice.

Applications will only be discussed with the person or people named on the application.

Parent or carer details

The person applying on behalf of the child will normally be the person with parental responsibility for the child as defined by the Children Act 1989 and amended by the Adoption and Children Act 2002.

Shared parental responsibility

Where more than one adult shares parental responsibility and those adults live at different addresses, it is important to agree – prior to making the application – which schools to apply for.

Please make sure **only one application** is submitted by **31 October 2026**. If multiple applications are received at any stage for the same child, you risk your child being without a school place.

If different applications are received, or we are made aware of a dispute between two parents, these applications will be placed on hold and will not be processed until such time that, either:

- written agreement is provided from both parents stating which application to take forward
- a court order is obtained confirming which parent's application carries precedence or the court decides which parent can make decisions about school preferences

Failure to reach an agreement about which application to take forward can affect whether or not your child is considered for a place at the schools you want, especially if they are not in Thurrock.

Children in public care

Children in public care and all children previously looked-after will automatically be given first priority over other categories, where priority is claimed on the application and validated by the relevant local authority.

Looked after and previously looked after children will be considered to be:

- children who are registered as being in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a) – for example, fostered or living in a children's home – at the time an application for a school is made
- children who have previously been in the care of a local authority or provided with accommodation by a local authority in accordance with Section 22 of the Children Act 1989(a) and who have left that care through either adoption, a child arrangements order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or a special guardianship order (in accordance with Section 14A of the Children Act 1989)
- previously looked after children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted

Applications under this criterion can only be considered if the following supporting documents are submitted with your application:

- a copy of the adoption order, residence order or special guardianship order
- a letter from the local authority that states the child was looked after immediately prior to the order being made

Admission authorities should request advice from Thurrock Council's Virtual School Head if they are in any doubt about the acceptability of evidence provided by the parent of an internationally adopted previously looked after child.

Siblings

For most schools in Thurrock that give priority to siblings, a sibling is defined as either:

- brother or sister
- half-brother or half-sister
- adopted brother or adopted sister
- stepbrother or stepsister

- a child of the parent or carer's partner who is living as part of the same family unit at the same address, or long-term foster siblings living at the same address, Monday to Friday, at the date of application and admission

The definition may be different in the case of some schools, therefore, please check the individual admissions policies to confirm their definitions.

If your child will have a sibling at one of your preferred schools in **September 2027**, it is important that you include the sibling's details on the application. This will make sure the correct level of sibling priority is given, where applicable. You should not name any child who is not a sibling, nor any child who attends a different school to the school named as a preference.

Your preferred schools

You are invited to name up to six preferences. You must name the schools in the order that you prefer them, with your most preferred school named first. All preferences are given equal weight and schools will not know your order of preference on your application.

You do not gain any advantage if you name only one or two preferences, or if you name the same school more than once.

Whilst the local authority has a responsibility to make a place available for your child, it does not necessarily have to be at one of your named preferences, nor at your nearest school.

If you meet the oversubscription criteria for more than one school you will be offered the one that is higher on your list of preferences.

Reason for preference

There is space on the application for you to give a reason for naming a school as a preference and this will be shared with the relevant school(s). Whilst a school will look at what you put here, this alone would not normally give priority for a place.

If the school(s) you are applying for have a special criterion and you wish to apply under any the special criterion, you **must** make sure you comply with the school's requirements for supporting evidence.

Submitting your application

You must not submit more than one application – if you apply online, do not send a paper form.

Supporting evidence

You should make sure you comply with schools' requirements for supporting evidence and supplementary forms. Failure to do so may adversely affect your application.

If you apply online and want to submit supporting evidence, you can submit this within your application online by using the upload document function. If you wish to email any supporting evidence, you must send copies no later than **31 October 2026** to our School Admissions team at school.admissions@thurrock.gov.uk

Supplementary forms must be returned direct to the school by **31 October 2026**.

Children with an education, health and care (EHC) plan

All children with an education, health and care (EHC) plan that names a particular school in the plan must be admitted to that school.

If your child has an EHC plan, you do not need to apply via School Admissions; you must liaise with the SEN team directly.

Equality Act 2010

An admission authority must ensure that their admission arrangements do not discriminate on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.

How we will use your information

We will use your information to provide the service requested. We may share your personal data between our services and with partner organisations, such as government bodies and the police. We will do so when it is of benefit to you, or required by law, or to prevent or detect fraud. To find out more, go to thurrock.gov.uk/privacy. Get free internet access at libraries and community hubs.

Fraud

Where evidence suggests that a fraudulent attempt has been made to secure a school place, there will be an investigation. The local authority, as co-ordinating body, reserves the right to seek evidence from parents, council records, primary schools or any other source deemed appropriate.

Any application found to have been made using false information may be withdrawn by the relevant admission authority and may be subject to legal proceedings.

If an application is found to be fraudulent after places are offered, the place offered may be withdrawn, in which case a new application will have to be made at a time when availability of places is likely to be extremely limited.

Appeals

All admission appeals must be heard by an independent appeal panel in accordance with the School Admission Appeals Code.

Appeals for voluntary-aided schools, academies and free schools are the responsibility of the governing body or academy trust.

If you are refused admission to a school, you will receive further information about how to appeal. You can only appeal for a school for which you have made an application and been refused.

Frequently asked questions

How are places allocated?

Each secondary school is its own admission authority and makes the decisions on the applications it receives. To help it do that, it has access to lists of applicants ranked by the council as the co-ordinating body. These lists are ranked using the school's published oversubscription criteria but the final decision on each application rests with the school and not the council.

When will I hear?

As an online applicant you will receive confirmation that your application has been submitted.

As an online applicant, you can log in to your account at any time from **12:00 am on 1 March 2027** to view your offer.

If you apply on paper, your offer letter will be posted second class on **1 March 2027**.

What are the options for 14 to 19 year-old provision?

The government has made it a legal requirement that local authorities tell parents and carers of all pupils in Year 9 about schools in or within travelling distance of the local authority area that admit pupils at the beginning of Year 10.

The government wishes to make sure that parents and carers are well informed about all the options available for children of this age. This doesn't mean that you have to move your child to another school – for the great majority of children, the school they are already attending will remain the most appropriate place for them to continue their education.

Schools that admit pupils in Year 10 are called **University Technical Colleges (UTCs)** or **Studio Schools**.

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

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

Can I apply for a Studio School?

Yes. If your child was born between **1 September 2012** to **31 August 2013** and you wish to apply for your child to start in Year 10 in a studio school in **September 2027**, you must contact the out-of-borough UTC/Studio School to confirm how you apply for a place. Some settings will require you to complete an application and return this to them directly. If the setting requires you to apply via your home Local Authority, you must complete the common application form and return it in time to meet the closing date of **31 October 2026**. The application can either be submitted online on the Thurrock website, or downloaded, completed and returned to the admissions team.

UTCs and Studio Schools within a reasonable distance from Thurrock

BMAT STEM Academy:

- specialism: Science, Technology, Engineering & Maths
- location - Velizy Avenue, Harlow, Essex, CM20 3EZ
- phone - 01279 621570
- email – info@bmatstem.org.uk
- web – www.bmatstem.org.uk

Brook Sixth Form and Academy:

- specialism – Science, Technology, engineering, Maths & Media
- location – Yew Tree Avenue, Rainham Road, Dagenham, RM10 7FN
- phone – 020 3773 4670
- email – admissions@brooksixthform.com
- web – www.brooksixthform.com

London Design and Engineering UTC:

- specialism – design and engineering
- location – Docklands Campus, 15 University Way, London, E16 2RD
- phone – 020 3019 7333
- email – admin@ldeutc.co.uk
- web – www.ldeutc.co.uk

Mulberry UTC:

- specialism – health sector and creative industries
- location – 64 Parnell Road, London, E3 2RU
- phone – 0203 137 7024
- email – admissions@mulberryutc.co.uk
- web – <https://www.mulberryutc.org/>

The Leigh UTC:

- specialism – computer science and engineering
- location – Brunel Way, The Bridge Development, Dartford, Kent, DA1 5TF
- phone – 01322 626 600
- email – info@theleighutc.org.uk
- web – theleighutc.org.uk

Waterfront UTC:

- specialism – construction and design, engineering
- location – South Side Three Road, Chatham, Kent, ME4 4FQ
- phone – 01634 505 800
- email – office@waterfront-that.org.uk
- web – www.waterfront-that.org.uk

Will my child go on a waiting list?

Yes. Your child's name will automatically be added to the waiting list of any Thurrock schools you were not offered that you ranked a higher preference than the school you were offered.

For any out-of-borough schools you were not offered, you will need to contact the relevant local authority to find out how your child can be placed on the waiting list.

Can I apply for schools outside Thurrock?

Yes. You need to include any school outside Thurrock that you wish to apply for on your application, **including grammar schools**.

We will arrange for your details to be passed on so that your application can be considered. You will need to ensure that you also complete any supplementary forms required by the schools and return them to the relevant school by the closing date of **31 October 2026**.

Will my application be treated differently if I apply online?

Applications submitted online will be treated in exactly the same way as paper applications but will receive notification of their offer earlier – see 'When will I hear?' above.

Will I get offered a school of my choice?

The law gives you the right to state a preference for the school that you want your child to attend rather than a right to have your choice. This is because there will be times when there are more applications than places and not all preferences can be met.

Are my preferences confidential?

Yes. Your preferences are confidential and will not be shared with schools before admission decisions are made. We will normally share details of any out-of-borough preferences with the relevant local authority, however.

If you appeal against refusal of admission to a school, they may be entitled to see your application at that stage.

We live in Thurrock and pay our council tax to Thurrock – do we have the right to have a place at a Thurrock school?

A local authority has a responsibility to provide school places for children residing in its area but may do so outside its area.

Can we stop giving places in Thurrock to children not resident in Thurrock?

No. There is a legal ruling – known as the Greenwich Judgement – that effectively states a local authority cannot give priority for school places in its area to children living within its boundaries.

My next door neighbour got a place at the school last year – will I?

Not necessarily. The distance out to which schools allocate places each year varies according to the volume and spread of applications.

Will a child who lives further away from the school be given a place ahead of me?

This can happen. A child may be offered a place on a higher criterion giving him or her priority, such as an older brother or sister at the school.

What should I do if I feel my child must go to a school due to special reasons?

The first thing you should do is check whether the school's admission criteria include a special reasons criterion or a social/medical criterion. If they do, you must make sure you comply with any requirements for sending supporting evidence.

The admissions authority will make an informed decision as to whether the school you want is the only one that your child can attend for the reasons given. They may seek further professional advice on the evidence you provide in support of your application. You will need to submit these reasons together with the supporting evidence at the time of application for them to be considered.

Are places reserved for children moving into the area?

No, it is unlawful to reserve places for children moving in. We would not be able to predict the number needed and it would be unfair to parents who are already living in the area.

What if my child is from overseas?

All children of compulsory school age – 5 to 16 years-old – in the UK have a right of access to education. Where the child is in the UK for a short period only, however, it may be reasonable to refuse admission to a school.

Children who hold full British Citizen passports – not British Dependent Territories or British Overseas passports – and have a passport endorsed to show a right of abode in the UK, or who are European Economic Area nationals, normally have unrestricted entry to the UK.

An application for a school place will be accepted for such children even though they may not be resident in the UK at the time of application. The application may be processed, however, on the basis of the overseas address. We will normally only accept a Thurrock address for admissions purposes during the initial round of allocations if you are physically resident at this address by the closing date of **31 October 2026**.

Sometimes it is possible to consider applications exceptionally – on the basis of the Thurrock address – where we are satisfied that the address given is the family's permanent address, and there is evidence of a firm date that the family will return to live at this address. Parents and carers may be required to provide proof that establishes their 'home' address, and evidence to show they intend to return or move to the area. This might include:

- an exchange of contracts confirmation or rental agreement for a property in Thurrock
- deeds for a property in Thurrock

- a letter from an employer showing a transfer date to the area

Other children from overseas do not generally have automatic right of entry to the UK. An application for a school place may not, therefore, be accepted until they are resident in the UK. Proof of entry to the UK may be required before an application is processed.

How many places are reserved for successful appeals?

None. An independent appeal panel is empowered to direct the admission authority to make an additional place available for a successful appellant.

What happens if I am not offered any of my preferences?

If you are not offered any of your preferences, a place will be offered at the nearest school with places available by shortest walking route.

What if I am offered a place that I do not want?

You have the right to reject any place offered. If you reject an offer, however, it will then become your responsibility to secure a place at an alternative school.

Our advice is that you should accept an offer you receive until such time as you get a preferred alternative. At that time, you can then reject the earlier offer. Accepting an offer does not prejudice your waiting list position or appeals for any higher preference schools.

If I accept a place at a school that was not one of my preferences, will it affect my waiting list positions for other schools or any appeal I make?

No. Accepting an alternative place does not prejudice your child's position on a waiting list for a higher preference school or any appeals you might make.

Any preference that is ranked lower on your application, however, will be withdrawn as part of the coordinated process.

What about transport to and from school?

As a parent, you may express a preference for the school you wish your child to attend. When making your application, however, you must always consider how your child will get to school.

We encourage children to attend a local school that's suitable for their needs, and that they can get to by walking, cycling or – if necessary – public transport. This has many benefits for children, such as helping them make friends and feeling part of the community.

Full information and advice about travel and transport can be found in our Home to School Travel and Transport Policy at www.thurrock.gov.uk/home-to-school-or-college-travel-support/policies-and-useful-information

We advise all parents and carers to read this policy carefully before making their final choices.

In some cases, we are required by law to make home to school transport arrangements free of charge for children whom the law considers "eligible".

To be eligible for free travel arrangements, pupils must attend the nearest suitable school. Please refer to the Home to School Transport Policy to determine whether your child would be eligible for transport assistance.

It is important to note that some schools operate a catchment area for admissions. Also, some schools have 'feeder schools' – for example, a primary school where the students will have priority for a particular secondary school. Whilst your child may attend a 'feeder school' or live in a catchment area, this is not relevant to eligibility for free travel arrangements.

Once you have been allocated your school place on **1 March 2027** you must apply for transport before **31 May 2027** if you think you are eligible for transport.

For further information please refer to Children's Transport Team.

- web – www.thurrock.gov.uk/hometoschool
- phone – 01375 652 652
- email – htstapplications@thurrock.gov.uk

What happens post-16?

We do not provide transport for students of ages above 16 years-old unless they have special educational needs or disabilities (SEND) and have been assessed as eligible. For further information, go to www.thurrock.gov.uk/home-to-school-or-college-travel-support/post-16

Your to-do list

During **September 2026** you should:

- read secondary transfer information
- attend Thurrock Council parent briefing sessions
- attend schools' open days / open evenings – most to be held online
- research Ofsted reports

During **October 2026** you should:

- attend schools' open days / open evenings – most to be held online
- complete a Thurrock admissions application – thurrock.gov.uk/admissions
- make sure you have submitted your application before the closing date of **31 October 2026**
- make sure you have submitted any necessary supplementary information forms to the relevant school(s) by **31 October 2026**

During **March 2027** you should:

- check your online account on **1 March 2027** to view your offer

During **July 2027** you should:

- prepare your child for secondary schools' transition days

At any time, remember to tell our School Admissions team if your home address or email address changes. We need this information to keep our records up to date so that important communications will reach you.

Open evenings and days

School	Address	Phone	Type	Ages	Places	Opens evenings and days
Grays Convent High School	College Avenue, Grays, RM17 5UX	01375 376 173	Voluntary-aided	11-16	124	Tuesday 29 September 2026, 5 pm to 7 pm Personal tours are available by contacting Mrs L Albrow: admin@graysconvent.thurrock.sch.uk or call 01375 376173
Harris Academy Chafford Hundred	Mayflower Road, Chafford Hundred, Grays, RM16 6SA	01375 484 580	Academy	11-19	180	Thursday 17 September 2026, 4 pm to 7 pm. Further details will be available on the school's website.
Harris Academy Ockendon	Erriff Drive, South Ockendon, RM15 5AY	01708 851 661	Academy	11-18	240	Thursday 24 September 2026, 5 pm to 7 pm
Harris Academy Riverside	London Road, Purfleet-on-Thames, RM19 1QY	01375 802 060	Free School	11-18	180	Wednesday 30 September 2026
Mossbourne Fobbing Academy	Southend Road, Corringham, SS17 8JT	01375 400 800	Academy	11-18	175	Thursday 1 October 2026 5 pm to 7:30 pm
Mossbourne Port Side Academy	Hassenbrook Road, Stanford-le-Hope, SS17 0NS	01375 671 566	Academy	11-16	120	Open Evening – Wednesday 30 September 2026 Open Morning Tours – Monday 5, Tuesday 6 & Wednesday 7 October 2026
Ormiston Park Academy	Belhus Park Lane, Aveley, South Ockendon, RM15 4RU	01708 865 180	Academy	11-16	150	Thursday 8 October 2026

School	Address	Phone	Type	Ages	Places	Opens evenings and days
Orsett Heath Academy	Stanford Rd, Grays, RM16 4DG	01375 802 800	Free School	11-16	240	Wednesday 16 September 2026, 5 pm to 8 pm Headteachers talks at 5:30 pm, 6:30 pm and 7:30 pm.
St Clere's School	Butts Lane, Stanford-le-Hope, SS17 0NW	01375 641 001	Academy	11-18	240	Wednesday 23 September 2026
Thames Park Secondary School	Chadwell Road, Grays, RM17 5FP	01375 470 790	Free School	11-16	180	Evening of Thursday 8 October 2026
The Gateway Academy	Marshfoot Road, Grays, RM16 4LU	01375 489 000	Academy	11-16	210	Wednesday 9 September 2026 • Group Tours - 09:00 – 10:30 • Open Evening 18:00 – 20:00 Tours are available <u>every</u> Friday from 11 September 2026 until 16 October 2026 at 8:45 am <u>and</u> 9:15.am
The Hathaway Academy	Hathaway Road, Grays, RM17 5LL	01375 371 361	Academy	11-16	112	Tuesday 15 September 2026, 5 pm to 7 pm
William Edwards School	Stifford Clays Road, Stifford Clays, Grays, RM16 3NJ	01375 486 000	Academy	11-16	180	Thursday 10 September 2026, 5 pm to 8 pm Student led tours Headteachers talks at 5:30 pm & 6:30 pm.

What happened last year on National Offer Day – 2 March 2026

School	Places available	First preference applications received	Catchment	Catchment sibling	Out of catchment	Out of catchment sibling	Children of staff	Distance	LAC	Special Educational Needs (SEN)	Sibling	Aptitude	Attending Gateway Primary Free School	Feeder school	Feeder school (St Clere's School)	The Gateway Learning Community	Parent is a former student	Denominational	Non-denominational
Grays Convent High School	150	83	*	*	*	*	*	*	*	<5	*	*	*	*	*	*	*	36	99
Harris Academy Chafford Hundred	212	377	137	49	8	<5	5	*	<5	8	*	*	*	*	*	*	*	*	*
Harris Academy Ockendon	240	268	*	*	*	*	*	154	*	14	72	*	*	*	*	*	*	*	*
Harris Academy Riverside	180	148	*	*	*	*	*	119	<5	<5	59	*	*	*	*	*	*	*	*
Ormiston Park Academy	180	68	*	*	*	*	*	94	*	<5	22	*	*	*	*	*	*	*	*
Orsett Heath Academy	240	261	*	*	*	*	5	45	<5	11	41	24	*	113	*	*	*	*	*
Mossbourne Fobbing Academy	175	90	62	24	17	10	<5	*	<5	5	*	<5	*	7	*	*	<5	*	*

School	Places available	First preference applications received	Catchment	Catchment sibling	Out of catchment	Out of catchment sibling	Children of staff	Distance	LAC	Special Educational Needs (SEN)	Sibling	Aptitude	Attending Gateway Primary Free School	Feeder school	Feeder school (St Clare's School)	The Gateway Learning Community	Parent is a former student	Denominational	Non-denominational
Mossbourne Port Side Academy	120	43	41	16	22	3	*	*	*	<5	*	*	*	<5	*	*	*	*	*
St Clare's School	240	292	106	*	*	*	18	*	<5	11	73	*	*	31	*	*	*	*	*
Thames Park Secondary School	180	181	*	*	*	*	7	41	<5	12	47	*	*	72	*	*	*	*	*
The Gateway Academy	210	235	*	*	*	*	*	6	<5	10	68	*	38	*	*	86	*	*	*
The Hathaway Academy	112	58	*	*	*	*	*	81	*	*	29	*	*	*	*	*	*	*	*
William Edwards School	210	91	*	*	*	*	<5	60	*	<5	29	16	*	49	*	*	*	*	*

* – this is not part of the school's admissions criteria or the school did not offer any places under this criterion

<5 – to minimise the risk of individuals being identified data, we suppress the data where the numbers are small

Grays Convent High School

Executive Head Teacher: Mr A Bull

Address: College Avenue, Grays, RM17 5UX

Phone: 01375 376 173

Web: www.graysconvent.school

'Inspiring ambition and achieving excellence' is our mission. Our CSI Inspection in 2025 rated us an '*Outstanding Catholic school in every respect*', and a 'welcoming community where students are nurtured and feel valued'.

We are a high-performing 11–16 Catholic girls' school that warmly welcomes students of all faiths. Our excellent academic outcomes and impressive pupil progress reflect a deep commitment to outstanding teaching and learning. At the heart of our success lies a simple belief that when relationships and values are right, everything else follows. Our Ofsted in 2023 identified that students here feel 'part of a supportive family where relationships are very strong'.

Academic progress is important to us. Girls gain outstanding results. As a result, 100% of them enter sustained education post-16, in excellent sixth forms, every year. They are supported by an experienced and specialist staff team who nurture their potential and challenge them to excel in all areas. They thrive in an environment where they are taught by staff they respect, and where hard work is both expected and celebrated.

Our students leave us as articulate, confident, and compassionate young women, fully prepared to succeed in the next stage of their education because we place an equal emphasis on their personal development, leadership, and character. Leadership is embedded into school life. Students take on meaningful roles as transition leaders, eco-ambassadors, sports representatives, peer mentors, and prefects. Our vibrant programme of enrichment encourages every girl to find her voice and grow in confidence—from the Jack Petchey Speak Out Challenge and Rotary Youth debates to active involvement in our House and Sports system.

The arts flourish at Grays Convent. As a proud *Thurrock Trailblazer* school, we lead in arts education, offering LAMDA qualifications and staging an eagerly anticipated school play each year. Our sports teams achieve great success in cricket, football, athletics, and rugby. Our students also take part in national programmes such as the Duke of Edinburgh's Award, with many completing the prestigious Bronze, Silver, and Gold levels. We believe in nurturing global awareness and offer cultural exchanges and trips to France and Spain, alongside an annual ski trip, broadening our students' horizons and building lifelong memories.

We know that choosing a school is one of the most important decisions a parent will ever make. When you choose Grays Convent, you entrust us with something precious and irreplaceable: your daughter's formative years. While our vision is forward-looking, our foundation is built on timeless values: respect, ambition, and compassion. In our close-knit and diverse community, your daughter will be seen, supported, and challenged to achieve more than she thought possible. At Grays Convent, she won't just be prepared for the next step—she'll be ready to lead it.

Oversubscription Criteria

The Governing Body has set its admission number at 124 girls to year 7 in the school year which begins in September 2027.

At any time where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

1. Catholic looked after and previously looked after girls – see notes [1], [2] and [3]
2. Catholic girls who attend a feeder Catholic primary school – see notes [3] and [4] – namely:
 - St Thomas of Canterbury Catholic Primary School, Grays
 - St Joseph's Catholic Primary School, Stanford-le-Hope
 - Holy Cross Catholic Primary School, South Ockendon
 - St Mary's Catholic Primary School, Tilbury
3. Other Catholic girls – see note [3]
4. Other looked after and previously looked after girls – see note [1]
5. Catechumens and members of an Eastern Christian Church – see notes [5] and [6]
6. Girls of other Christian denominations – see note [6.1]
7. Girls of other faiths whose membership is evidenced by a minister of religion or other religious leader – see note [7]
8. Any other girls.

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

- i. Where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child which can be most appropriately met at this school, the application will be placed at the top of the category in which the application is made – see note [10]
- ii. The attendance of a sister at the school at the time of enrolment will increase the priority of an application within each category so that the application will be placed at the top of the category in which the application is made after children in (i) above – see note [8]

Notes – these notes form part of the oversubscription criteria

[1] A 'looked after child' has the same meaning as in section 22(1) of the Children Act 1989 and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions – for example, children with foster parents – at the time of making application to the school. A 'previously looked after child' is a child who was looked after but ceased to be so because he or she was adopted, or became subject to a child arrangements order, or a special guardianship order.

- [2] 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received if it were not for their status as a looked after child – for example, a looked after child in the process of adoption by a Catholic family.
- [3] For a child to be treated as Catholic, evidence of baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the laws of the Church.
- [4] For the purposes of this admission policy, attendance at a feeder primary school includes those who were prevented from attending a feeder school due to oversubscription of Catholics and whose application to attend was unsuccessful, normally evidenced by a letter of rejection from the feeder primary school.
- [5] 'Catechumen' means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a certificate of reception into the order of catechumens.
- [6] 'Eastern Christian Church' includes Orthodox Churches and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.
- 6.1. "Girls of other Christian denominations" means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.
- 6.2. All members of Churches Together in England and CYTÛN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.
- [7] "Girls of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at [6] above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include both:
- a religion that involves belief in more than one God
 - a religion that does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

[8] 'Sister' includes:

- (i) all natural sisters, or half-sisters, adopted sisters, sisters, foster sisters, whether or not they are living at the same address
- (ii) the daughter of a parent's partner where that child for whom the school place is sought lives for at least part of the week in the same family unit at the same address as the applicant

[9] A 'parent' means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.

[10] To demonstrate an exceptional social, medical or pastoral need of the child which can be most appropriately met at this school, the Governing Body will require compelling written evidence from an appropriate professional, such as a social worker, doctor or priest.

Children with a statement of special educational needs

Children with a statement of special educational needs are allocated school places under different regulations and will override all other categories of priority.

Admissions of twins, triplets or other pupils of multiple births

Where fewer places within a category can be offered than there are girls from multiple births living at a single address, the Governing Body has the discretion to treat this as an exceptional case and may admit all such girls in order not to split the family.

Fraudulent Information

In the case of fraudulent information being supplied, any place offered will be withdrawn.

Harris Academy Chafford Hundred

Head of Academy: Mr Jamie Maxted

Address: Mayflower Road, Chafford Hundred, Grays, RM16 6SA

Phone: 01375 484 580

Web: www.harrischaffordhundred.org.uk

Welcome to Harris Academy Chafford Hundred: *a school for the future.*

We are not like every other school. We exist to provide our children with an education that ensures both great achievements and a good character. This combination affords our children every chance to flourish when they leave us and enables them to be able to compete. We are a school for the future.

We have both the great privilege and the great responsibility of working with children to help them transform their lives. This academy achieves outstanding academic results, year after year, that place us amongst the highest performing schools in the country. But we are equally proud of our pastoral care and personal development programme which gives children the chance to become a better version of themselves whilst contending with the challenges of the modern world. The HACH way means we go further than every other school to do what it takes to enable success. We are a school for the future.

We can achieve nothing without a highly skilled staff. We exist to ensure our leaders can lead, our teachers can teach, and our children can learn. We uphold a culture where we work hard but remain healthy so that we sustain a long-term career in education. Each day we assemble 140 adults who are already brilliant at their job and want to become even better. The HACH way means we are engaged in continuous improvement: we seek to get a little bit better every day. We are a school for the future.

Our wonderful curriculum is central to our success delivering a rich and varied range of subjects including Mandarin, Latin and Ancient History. We place powerful knowledge at the heart of our curriculum as we firmly believe that all children should have access to the best of what has been thought and said. We want students to know more and remember more over time so that they become increasingly confident learners and can take the next step in their education as second to no-one.

Whilst we look to the future, we also uphold important traditions. We expect children to work hard; every lesson, every day because there are no short-cuts to achievement. We expect children to play by the rules and behave impeccably both inside and outside of the classroom so that we have disruption free classrooms and happy corridors. We have exacting standards regarding uniform, equipment, and punctuality because in the urgent business of learning not a minute can be wasted. We believe in adult authority and our staff challenge children to give their all so that they can have every chance of success.

We want children to develop the content of their character and become good people. We invite children to Make their Mark through our personal development curriculum which affords them a wide variety of experiences and opportunities through clubs, societies and trips, the Duke of Edinburgh Award, a Football Academy, a Netball Academy, and our own Combined Cadet Force. As part of

the Harris Federation, our students also benefit from inter academy events, Federation-wide sports days, and the Harris Experience.

We are a radically inclusive school where we welcome children from a variety of starting points. We believe that children, regardless of their additional needs, should be included in all aspects of the academy's work. Our dedicated pastoral and SEND teams work closely with students and families to ensure they get the right support to flourish. During their time with us we help students to develop the character traits of confidence, grit, kindness, responsibility, and zest. These traits are at the centre of school life and our own HACH house system enables us to constantly promote these traits to our pupils. Every member of staff and child at HACH belongs to one of houses: Potens, Constantia, Bonitas, Fides, and Zelus. Our traits are reflected in the awards we have received such as World Class Schools Quality Mark, Cultural Diversity Gold Award, Enhanced Healthy Schools Status, and Investors in People Gold.

We all belong in the HACH Circle, it's what makes us special and a school for the future.

Oversubscription criteria

When considering applications, children with a statement of special educational needs that names the Academy or those with an education, health and care (EHC) plan will be admitted first and under different regulations before the oversubscription criteria is applied.

In the event of there being more applications for places at Harris Academy Chafford Hundred than there are places available, after the admission on those with a SEN statement or EHC plan, places will be allocated in the following order of priority:

1. Looked after and previously looked after children.

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

- (a) in the care of a Local Authority
- (b) being provided with accommodation by a Local Authority in the exercise of their social services functions, in England

A 'previously looked after child' is a child who was looked after in England, but ceased to be so because they were adopted, or became subject to a child arrangements order, residence order or special guardianship order. Applications in this category must be accompanied by a signed letter from the child's social worker or former social worker confirming their status, to be received by the application deadline in the normal admission round.

2. Children of staff members employed at Harris Academy Chafford Hundred.

For inclusion in this category, the staff member must be employed on a permanent contract and based at Harris Academy Chafford Hundred for more than 50% of their normal working hours each week during term time, and have been either:

- (a) employed for at least two years at the time of application
- (b) recruited to fill a vacant post for which there is a demonstrable skill shortage, as confirmed by their HR Manager

For the avoidance of doubt, it is not possible for a staff member to have priority at more than one Academy within the Trust. For the purpose of this category, a 'child' of a staff member is either:

- (a) their natural or adopted child, whether they live with the staff member or elsewhere
- (b) their stepchild or child of their cohabiting partner, who lives and sleeps at their home address of the staff member for more than 50% of their time from Sunday to Friday night during term time.

For the avoidance of doubt, a stepchild or child of a cohabiting partner, who lives elsewhere, will not be eligible for a place under this category.

3. Children living within the defined catchment area.

Places in this category will be allocated to children whose home address (as defined by this policy) is situated in the Academy's defined catchment area in accordance with the Harris Academy Chafford Hundred catchment area map, which is published alongside this policy on the Academy's website, or available in paper copy format from the Academy's main office, in the following order of priority:

- (a) Children with a sibling at the Academy in Year 7 to 10. For inclusion in this category, the sibling must attend the Academy in Year 7 to Year 10 at the time of application / the application deadline and when the applicant child is admitted. A 'sibling' is either:
 - a full sibling – sharing both parents
 - a half sibling – sharing one parent
 - an adopted sibling
 - a long-term foster sibling – not a temporary placement
 - a stepsibling – one child's parent married to the other child's parent
 - a cohabitee child
 - a child of their parent's cohabiting partner

In all cases, the sibling must live at the child's home address (as defined by this policy) as part of the same core family unit. For the avoidance of doubt, a child of a friend or extended family member (for example, cousin) will not be a 'sibling' for this purpose, even if they live at the same address as the applicant child.

The sibling must still be attending the Academy at the time of application/application closing date, and at the time of the applicant child's admission. For inclusion in this category, parents must state the sibling's details in the application form.

- (b) All other children living within the defined catchment area. This category will include all other children living within the defined catchment area who do not fall into the oversubscription category above.

4. All other children.

Places in this category will be allocated to all other children in the following order of priority:

(a) Children with a sibling at the Academy in Year 7 to 10 For inclusion in this category, the sibling must attend the Academy in Year 7 to Year 10 at the time of application / the application deadline and when the applicant child is admitted. A 'sibling' is either:

- a full sibling – sharing both parents
- a half sibling – sharing one parent
- an adopted sibling
- a long-term foster sibling – not a temporary placement
- a stepsibling – one child's parent married to the other child's parent
- a cohabitee child
- a child of their parent's cohabiting partner

In all cases, the sibling must live at the child's home address (as defined by this policy) as part of the same core family unit. For the avoidance of doubt, a child of a friend or extended family member (for example, cousin) will not be a 'sibling' for this purpose, even if they live at the same address as the applicant child.

The sibling must still be attending the Academy at the time of application / application closing date, and at the time of the applicant child's admission. For inclusion in this category, parents must state the sibling's details in the application form.

(b) All other children – this category will include all children who do not fall into the oversubscription category above.

Waiting list

The Academy operates a waiting list for children who are unsuccessful in achieving a place in Years 7 to 13 throughout the school year.

The waiting list is ranked strictly in accordance with the oversubscription criteria set out in this policy, and not by reference to the date that the child's name was added to the list. This means that a child's name can go down as well as up the waiting list as more names are added. The waiting list for children in Years 12 and 13 will also be dependent on subject availability.

Children placed at the academy under the local authority's Fair Access Protocol will take priority over children on the waiting list.

Where places become vacant, they will be allocated to children on the waiting list in accordance with the oversubscription criteria and where applicable, priority will go to children with a statement of special educational needs (SEN) or an EHC plan.

Appeals

Parents have a statutory right of appeal against the refusal of a place at the Academy. This applies to all year groups, including the sixth form. Full details of the statutory right of appeal will be set out in the formal letter notifying parents of the refusal of a place, including the deadline for lodging an appeal.

The Academy will also publish an appeals timetable for appeals against the refusal of a place in the normal admission round (that is, to Year 7 in September) alongside this policy on or before 28 February in the year in which offers are made.

Children with an education, health and care (EHC) plan

Children with an EHC plan are admitted to school under separate statutory procedures set out in the Children and Families Act 2014. These procedures are managed by the child's home Local Authority, not under the school's determined admission arrangements. Parents of children with an EHC plan should therefore liaise with their child's home Local Authority's Special Educational Needs team if they want the Academy to be named in their child's EHC plan as their child's school.

Where this happens in the normal admission round (that is, entry to Year 7 in September), these children will be allocated places before all other children, reducing the number of places left within the published admission number (PAN). At all other times, children with an EHC plan naming the Academy will be admitted even where this means the PAN will be exceeded.

The Academy has a Specialist Resourced Provision (SRP) for children with a specific language impairment or speech disorder (Speech, Language and Communication) or a social communication disorder (Autistic Spectrum Disorder). There are up to 20 places in this unit (usually 4 per year group), which are not included in the Academy's PAN.

Further information is available at www.harrischaffordhundred.org.uk/709/academy-admissions

Harris Academy Ockendon

Principal: Ms J Rainey

Address: Erriff Drive, South Ockendon, RM15 5AY

Phone: 01708 851661

Web: www.harrisockendon.org.uk

A warm welcome to Harris Academy Ockendon.

We are proud to be part of the Harris Federation which runs 55 successful primary and secondary academies in London and Essex. The vast majority of Harris academies inspected by Ofsted have been rated 'outstanding', and in February 2024 we were thrilled to be one of them, gaining Outstanding in all areas which highlighted the many strengths of our provision.

Ofsted inspectors commented that 'HAOC is a true centre of excellence', praising the academy's 'high-quality curriculum', its 'wide range of enrichment activities' and recognising that students' achievements are 'very high'.

In addition, inspectors cited the success of the academy's comprehensive careers and RHSE curriculum, stating that the academy 'goes far beyond the norm' in developing students' understanding of the wider world.

At Harris Academy Ockendon students are encouraged to work hard, be kind, and take responsibility so they are ready for the challenges life may bring their way and ultimately to live well. We encourage our students to be purposeful in their ambition for their futures, teaching them to walk tall and dream big, enabling them to be more successful than they ever thought possible. We believe we have the power to transform our students' lives regardless of their ability, background, social status, and life opportunities.

We strive to develop resilience in our students and the ability to be tenacious in their quest to show up the best version of themselves. We draw out their individual talents and celebrate their personal achievements at every opportunity. We enable our students to explore interests beyond the classroom, develop a social conscience and create opportunities to allow them to have a broad understanding of the world.

Our values are deeply rooted in a belief that all students can succeed. To achieve this, we believe knowledge is power and we make it stick.

Harris Academy Ockendon is a welcoming, ambitious and creative place to learn, where students feel secure and happy within a culture that facilitates success. We have high expectations, aiming for excellence and expect our families to do the same.

We hope this guide gives you a sense of the opportunities on offer at Harris Academy Ockendon and the ambition we have for our students. We truly believe that our community deserves a brilliant academy, and we are determined to provide this.

Sixth form

Harris Academy Ockendon's values of work hard, be kind, and take responsibility, continues in our sixth form. We are focused on supporting students to be ambitious and strive for the most aspirational destinations, whether that be University, an apprenticeship, or a full-time work placement.

Our thriving sixth form offers everything our students love about their education in an environment where they are treated as young adults. Our sixth formers are role models to our younger students.

We offer a wide selection of subject choices to enable students to pursue a path towards their chosen career, further training, or university. We work tirelessly to ensure that every student will leave Harris Academy Ockendon with the skills they need to continue their education or go into employment. We ensure every student who wants to go to university does so, and all students have a successful future ahead of them.

The extra-curricular opportunities provided, alongside excellent and meaningful qualifications, build our students' CVs and give them some great topics to highlight as they write personal statements for university or go through the application process for jobs and apprenticeships.

Oversubscription criteria

Where there are more applications than places available the order in which places will be allocated will be as follows.

1. Looked after and previously looked after children

A 'looked after child' is a child who is (a) in the care of a local authority or (b) being provided with accommodation by a local authority in the exercise of their social services functions in England.

A 'previously looked after child' is a child who was looked after in England but ceased to be so because they were adopted or became subject to a child arrangements or special guardianship order, as well as a child who appears to the Admission Committee (on behalf of the Trust) to have been in state care outside of England (i.e., in the care of or accommodated by a public authority, religious organisation or any other provider whose sole / main purpose is to benefit society), but ceased to be so as a result of being adopted.

Applications in this category may need to be accompanied by documentary evidence confirming the child's status, such as a signed letter from the child's social worker or former social worker confirming their current or previous status, an adoption, child arrangements order or special guardianship order.

In the case of children adopted from state care outside England (as defined above), evidence of having been in state care outside England and of being adopted will be required. Ideally this should be received by the application deadline in the normal admission round. When assessing the evidence provided, the Department for Education's guidance will be followed – www.gov.uk/government/publications/school-admissions-code--2

Where the virtual school's head teacher has already verified the child's status, parents should let the local authority / school know, as there should be no need for further evidence to be provided in this case.

2. Children with a sibling at the Academy in years 7 to 11

For the purpose of this category a 'sibling' is a full sibling (sharing both parents), a half sibling (sharing one parent), an adopted sibling, a long-term foster sibling (i.e., not a temporary placement), a step sibling (one child's parent married to the other child's parent), and a child of their parent's cohabiting partner.

In all cases, the sibling must live at the child's home address (as defined below) as part of the same core family unit.

For the avoidance of doubt, a child of a friend or extended family member (for example, cousin) will not be a 'sibling' for this purpose, even if they live at the same address as the applicant child.

For inclusion in this category, the sibling must attend the academy in years 7 to 11 at the time of the application / the application closing date and at the time of the applicant child's admission.

For inclusion in this category parents must state the sibling's details in the application form.

3. *Children of staff members employed at Harris Academy Ockendon*

For inclusion in this category the staff member must be permanently based at Harris Academy Ockendon for more than 50% of their normal working hours each week during term time, and have been either:

- employed for at least 2 years at the time of application
- recruited to fill a vacant post for which there was a demonstrable skill shortage (as confirmed by the HR Manager)

For the avoidance of doubt, it is not possible for a staff member to have priority at more than one academy within the trust.

For the purpose of this category, a 'child of a staff member' is either:

- a natural or adopted child whether living with the staff member or elsewhere
- their stepchild or child of a cohabiting partner who lives and sleeps with the staff member at their home address for more than 50% of their time from Sunday to Friday night during term time

For the avoidance of doubt, stepchild or child of a cohabiting partner, who lives elsewhere, will not be eligible for a place under this category.

Applications in this category must be accompanied by a completed and signed Children of Staff Supplementary Information Form, to be received by the application deadline. This does not apply to applications to in-year applications or sixth form admission applications.

The same parent must complete both this form and the application form giving only their own details.

Part A must be completed by the parent, and part B must be completed, signed and stamped by the parent's HR Manager.

This form is available to download on the Academy's website, or in paper copy format from the Academy's main office.

4. *All other children*

This category will include all children who do not fall into any of the oversubscription criteria above.

Tiebreaker

Where there are more applications than places remaining in any of the oversubscription categories above, the order in which places will be allocated will be determined by the distance between the child's home address – as defined in the policy – and the Academy, with those living nearest receiving highest priority.

Distance will be measured in a straight-line distance from the front door of the child's home address to the Academy's main gate. Where the child lives in a multi-dwelling building (for example, an apartment block), distance will be measured from the same point in the building so that the distance will be the same for all children living there.

Where two or more children live an equal distance from the Academy (including where they live in the same multi-dwelling building), the order in which places are allocated will be determined by random allocation supervised by someone who is independent of the Academy.

Child's home address

The child's home address is the residential (not business) address of their parent (as defined above) at which they live and sleep for more than 50% of their time from Sunday night to Thursday night during term time. It will usually be the address at which they are registered with their GP, hospital, dentist or optician, and where Child Benefit / Child Tax Credit (if eligible) is claimed, at the time of application.

Where any uncertainty arises in respect of the child's home address, the Academy reserves the right to seek documentary evidence to determine which address meets the definition stated above. For avoidance of doubt, the address meeting this definition will be used to process the application, which may not be the address given by the parent.

Where the child / child's family are not living in the area of the academy at the time the application is submitted, the application will still be accepted and processed. However, the address used will be the child's current address unless the application is supported by documentary evidence of the future new address, which will meet the definition set out above – for example, a signed tenancy agreement, formal mortgage offer, HM Land Registry title deed or document.

Children of UK Armed Forces Personnel / Crown Servants

Applications for the admission of children of UK armed forces personnel with a confirmed posting, or Crown servants returning from overseas, will be accepted and processed in advance of the family's arrival in the area, as long as the application is accompanied by an official letter giving the relocation date and a unit postal address or quartering area address to use when applying the oversubscription criteria.

The address at which the child will live will be used to apply the oversubscription criteria, provided parents provide some evidence of the intended address – for example, a signed tenancy agreement, mortgage offer, HM Land Registry title deed or document, official letter confirming exchange of contracts, etc. Alternatively, where requested by parents, a unit or quartering address will be used for this purpose.

Twins, triplets and siblings of a higher multiple birth

In years 7 to 11, where at least one child can be accommodated without prejudicing the efficient education of others or the use of resources, their twin, triplet(s) or sibling(s) of a higher multiple birth will also be offered a place to avoid them having to attend different schools.

This does not apply to admission to the sixth form.

Children with an Education, Health and Care Plan (EHC Plan)

Children with an EHC plan are admitted to the school under separate statutory procedures which are managed by the child's home local authority, not under the schools' determined admission arrangements. Parents of children with an EHC plan should therefore liaise with their child's home local authority SEN team if they want the academy to be named in their child's EHC plan as their child's school.

Where the academy is named in a child's EHC plan the child will be admitted. Where this happens in the normal admission round (i.e., entry to year 7 in September), these children will be allocated places before all other children reducing the number of places left within the published admission number (PAN).

At all other times, children with an EHC plan naming the academy will be admitted even where this means the PAN will be exceeded.

Harris Academy Riverside

Head of Academy:	Mrs R Sofianos
Executive Principal:	Mr G McMillan
Address:	London Road, Purfleet-on-Thames, RM19 1QY
Phone:	01375 802 060
Web:	www.harrisriverside.org.uk

Harris Academy Riverside opened in 2017 to serve the communities of Purfleet-on-Thames and West Thurrock, with a clear ambition to provide an exceptional education for every child. As part of the Harris Federation, we are building on a strong foundation.

Our vision is rooted in our motto: Sharp Minds, Kind Hearts, Bright Futures. We are committed to delivering excellent teaching, outstanding pastoral care, and a culture of high expectations and deep respect. Our core values, Work Hard, Be Kind, Take Responsibility, sit at the heart of our academy and shape the way our students learn, behave, and grow.

We believe education is about more than academic success. We develop confident, resilient and compassionate young people who are curious about the world and ready to make a positive contribution to their community. Learning at Riverside is both rigorous and engaging, supported by a strong culture where every student is known, valued, and challenged to succeed.

We place great importance on building positive relationships and working in close partnership with families, ensuring students feel safe, supported and inspired every day as we continue to raise standards and create something truly exceptional for our community.

The academy took residence in its brand new state of the art building at Purfleet-on-Thames in August 2019.

Oversubscription criteria

Full details of the admissions policy and oversubscription criteria are published on our website at www.harrisriverside.org.uk

When considering applications, children with an education, health and care (EHC) plan will be admitted first and under different regulations before the oversubscription criteria is applied.

If there are more applications than places available after the admission of those with an education, health and care plan, places will be allocated in the following order of priority:

1. Looked after children and previously looked after children will be given first consideration. A 'looked after child' is a child who, at the time of making an application to a school, is either:
 - (a) in the care of a local authority

- (b) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989)

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

2. Pupils who have siblings attending the academy at the date of application in year groups 7 to 10. For the purposes of allocating places, the following will be classified as siblings: Full siblings (brother or sister), step siblings, half siblings, and long-term foster siblings living at the same address at the time of application and admission as a child who attends Harris Academy Riverside in year groups 7 to 10.

3. The children of employees of Harris Academy Riverside where either:

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

4. Children living closest will be given next priority. Harris Academy Riverside has no priority admissions area (catchment area) and so further allocations after those students mentioned above will be made based on location of residence. Children living closest to the following locations (nodal points) will be given priority. Straight line measurements of distance from home to these nodal points (measured in a straight line in metres by a digital mapping system) will be used to allocate places. In the case of a tiebreaker involving flats or homes of multiple occupancy, random allocation will be used to separate the last two children for consideration. The two nodal points will attract 50% each of places available on a turn by turn basis. These nodal points are Purfleet railway station and the junction of Magnet Road and London Road.

Waiting list

The academy operates a waiting list for in year admissions into all year groups. A child will remain on the waiting list for the academic year but at the end of each academic year a new application will be required which will be processed according to the normal admissions criteria. The waiting list will be ranked in accordance with the oversubscriptions criteria above. After the addition of each new child to the waiting list ranking will be recalculated.

Priority is not therefore given to children based on the date of application. Where places become available, they will be offered to children ranked in line with the waiting list. Where applicable, therefore, priority will go to children with an EHC plan and looked after children, employees of Harris Academy Riverside and children with siblings at the academy.

Appeals

Parents or carers will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the academy. The Appeal Panel will be independent of the academy. The arrangements for appeals will be in line with the School Admission Appeals Code published by the Department for Education. The academy will publish guidance on its website for parents or carers about how the appeals process will work, including a timetable.

Ormiston Park Academy

Principal: Ms Munira Said

Address: Belhus Park Lane, Aveley, South Ockendon, RM15 4RU

Phone: 01708 865 180

Web: ormistonpark.org.uk

Ormiston Park Academy is a friendly and welcoming mixed 11–16 secondary school, located in Thurrock. We proudly serve students from the local communities of Aveley, Ockendon, Purfleet, West Thurrock and Tilbury. At Ormiston Park Academy, the success and achievement of our students is at the heart of everything we do. We are committed to providing the highest academic standards and ensuring every child receives a rich and rewarding educational experience. We work in close partnership with families to make sure each student achieves their full potential. Our ethos is rooted in our belief that all members of our community should '*Believe and Achieve*'—both during their time with us and beyond.

We encourage all students to live by our core PARK values: Perseverance, Aspiration, Responsibility and Knowledge. These values guide our school culture and support every aspect of life at Ormiston Park Academy.

At Ormiston Park Academy, we uphold high standards of behaviour, and our students are proud to follow our code of conduct and shared values. Respect is central to our school community—students are taught to treat everyone with kindness and dignity. They also learn the importance of forgiveness and how to rebuild positive relationships when challenges arise.

We support our students to become confident, responsible, and independent young people.

We offer a broad, balanced and engaging curriculum designed to inspire curiosity, foster ambition and develop a love of learning. Aligned with the National Curriculum but enhanced with additional elements, our curriculum supports students at all levels and improves access to Level 3 courses and further education. We place a strong emphasis on: Academic excellence, consistency in teaching and learning, a coherent, interleaved curriculum model and preparation for future pathways. Our approach ensures that students not only make progress but thrive in their education.

Learning at Ormiston Park Academy goes beyond traditional lessons. We offer a wide range of: curricular activities, extra-curricular clubs and sports and supra-curricular opportunities to deepen learning. These experiences enrich school life and broaden students' horizons, helping them grow in confidence and resilience.

We pride ourselves on being a caring, supportive learning community. Student wellbeing is a priority, and we provide tailored guidance and pastoral care to ensure every child feels safe, valued, and encouraged to excel.

Oversubscription criteria

If the academy receives more applications than there are available places then children with the academy named on an education, health and care (EHC) plan or equivalent will be automatically admitted to the academy. If there are still places available, priority for admission will be given to those children who meet the oversubscription criteria set out below:

1. Looked after children and those who were previously looked after but immediately after being looked after was adopted or became subject to a child arrangements order or a special guardianship order. A 'looked after child' either:

- is in the care of a local authority
- is being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989)
- appears to have been in state care outside of England and ceased to be in state care as a result of being adopted

A 'previously looked after child' is one who was previously looked after but immediately after being looked after was adopted or became subject to a child arrangements order or a special guardianship order.

2. Admission of students whose siblings currently attend the academy and who will continue to do so on the date of admission. For the purpose of allocating places, sibling means:

- full sibling living at the same address as the applicant
- step sibling living at the same address as the applicant
- half sibling living at the same address as the applicant
- adopted or long term foster sibling living at the same address as the applicant

3. Admission of students on the basis of proximity to the Academy using straight line measurement. Distance from the academy will be measured in a straight line in metres by a digital mapping system from the academy's main gate to the front door of the home.

4. Students who live with parents, guardians or carers who are employees of the Academy, provided that the employee has been employed at the Academy for a minimum of two years at the date of application for admission or are recruited to fill a vacant post for which there is a demonstrable skills shortage.

To decide between two applications that cannot be otherwise separated there will be a random ballot using an electronic random number generator. Such a ballot will be supervised by an officer of the local authority.

Children with a statement of special educational needs are allocated school places under different regulations and will override all other categories or priority.

Orsett Heath Academy

Headteacher: Ms S Rawson

Address: Stanford Rd, Grays RM16 4DG

Phone: 01375 802 800

Web: www.orsettheathacademy.org.uk

In September 2024, Orsett Heath Academy moved into its new £37m state-of-the-art school building following four highly successful years based at Thurrock Rugby Club. We are proud to be a member of the South West Essex Community Education Trust.

Orsett Heath Academy continues to be an exciting and well-established school for children and young people in Thurrock, with a strong track record of success in its first years. Character education remains central to the academy's vision; there is a strong emphasis on pupil leadership, personal development and the importance of belonging to a respectful and aspirational school community. This is underpinned by the core values of effort, courage, potential, and respect.

The curriculum is broad, balanced and ambitious, with a specialist in sport and physical education. The school benefits from exceptional facilities, including one of the largest alternative grass pitches in the East of England. Alongside this, the arts are a key strength of the school. The academy is currently working towards Artsmark accreditation, reflecting its commitment to delivering high-quality, inclusive, and inspiring experiences across all areas of the arts.

There has been a significant expansion in opportunities for students in drama, music and the creative arts, including the launch of the first full school production, which has brought together students and staff across disciplines. This has played an important role in strengthening participation and enthusiasm, with the performing arts now a valued and visible part of school life, supporting students to develop confidence, creativity, and self-expression.

A strong sporting ethos underpins the wider approach to education and positively influences outcomes for all students, regardless of ability. Through both sport and the arts, students develop key attributes such as resilience, dedication, hard work, and commitment — qualities that prepare them to succeed academically and to make a meaningful contribution to their community.

The location of the school further strengthens valued community partnerships and supports the ongoing ambition to develop a leading hub for both sport and the arts within Thurrock, providing clear pathways for students to participate and excel at all levels, both within and beyond the school.

As a school with a specialism in sport, Orsett Heath Academy exercises its right to admit up to 10% of its intake (24 places) based on sporting aptitude. Parents may apply for a place under this criterion if they believe their child would benefit from the school's specialist facilities and expert teaching in PE.

Parents should contact the school directly to request a Sports Aptitude Application Form, which will also be available at Open Evening. Applicants may be invited to attend an assessment to

demonstrate aptitude in a particular discipline. Full details of the process are available from the school.

For applications for September 2027 entry:

- The closing date for sports aptitude applications is Friday 25th September 2026
- Assessments will take place during October 2026

Outcomes will be shared before the local authority application deadline at the end of October 2026.

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care (EHC) plan or a statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order, including those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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

(a) in the care of a local authority

(b) being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989)

2. Next, 10% of the PAN will be allocated to children who have demonstrated an aptitude in our specialist subject area which is sports.
3. Children who live with (either permanently or part-time) parents, guardians or carers who are employees of SWECET (South West Essex Community Education Trust), provided that the employee has been employed by the Trust for a minimum of 2 years at the date of application for admission or are recruited to fill a vacant post for which there is a demonstrable skills shortage.

An 'employee', for the purpose of school admissions, is defined as anyone contracted on a permanent basis who is employed for any number of hours.

4. Children who have brothers or sisters (siblings) attending the school at the date of admission. For the purpose of allocating places, the following will be classified as siblings:
 - full siblings
 - stepsiblings living at the same address
 - half-siblings living at the same address
 - long-term fostered siblings living at the same address

5. Priority will next be given to children attending one of the following feeder schools:

- Chadwell St Mary Primary School
- Deneholm Primary School
- Little Thurrock Primary School
- Stifford Clays Primary School
- Woodside Academy
- Orsett Church of England Primary School

6. Other children

Applications will be ranked within each of the over-subscription criteria according to their proximity to the school. Distance is measured between the child's front door and the main gate of the school. The distance will be measured in a straight line using a digital mapping system.

The address on the application must be your child's permanent place of residence, not a business, a relative's address, a carer's address or a child minder's address. You may not use a temporarily rented address to secure a school place for your child.

The address will normally be the parents' address. If the parents do not live together, it should be the address of the parent with whom the child spends the majority of time with. This will normally be the address held by the primary school and the address of the parent who receives child benefit in respect of the child.

Placement on the waiting list does not affect the parents' / carers' right to appeal against an unsuccessful application. If the final place allocated is to a family with twins or multiple births, the Academy will offer a place to the additional students.

If there is a tie for the final place where the students are from separate families, a place will be offered to both students.

Mossbourne Fobbing Academy

Principal: Mr Samuel Cooper
Address: Southend Road, Corringham, SS17 8JT
Phone: 01375 400 800
Web: www.mossbourne.org/mfa-home

Mossbourne Fobbing Academy is a school with a rich history of excellent academic, artistic, and sporting achievements. Today, that legacy of excellence lives on through our wonderfully talented students and terrifically dedicated staff.

Everything we do is built on the conviction that learning and safeguarding come first. We expect the highest standards of behaviour so that our students can focus on learning in an environment that supports them to feel, and be, safe. This means our teachers intellectually plan and teach lessons with great care, and in great detail, to ensure that all of our students acquire the knowledge, character and qualifications they need to reach their potential.

Our students capitalise on a fantastic range of facilities that encourage them to nurture and pursue their passions in sports and the arts. While our range of extra-curricular activities, including the Combined Cadets Force and The Duke of Edinburgh's Award, offer experiences that broaden horizons and enrich lives.

We are dedicated to ensuring that our students leave equipped with the knowledge, character and qualifications that open the doors to whatever future they envisage for themselves. Our students leave ready to make their mark on the world and bring positive change to their communities.

Mossbourne Fobbing Academy is at an exciting point in its history as it joins the Mossbourne Federation – a Federation with exceptionally high standards where students achieve outcomes which are among the best in the country. These are exciting times as we continue our mission to ensure our students get the outstanding education they deserve.

Admissions to the school will be allocated in the following order of priority:

In September 2012 Mossbourne Fobbing Academy was designated a Performing Arts College specialising in the Performing Arts. Each year the school will admit up to ten per cent of its intake to aptitude in Art/Textiles, Music, Dance and Drama. The 10% will be allocated across the four specialist areas (best fit).

Parents wishing to apply for one of the places listed above should acquire a further application form from the school. Students will be invited to a workshop and auditions on a Saturday morning (an alternative day will be available for applicants unable to make a Saturday). Aptitude selection will be made following this day. Further details of the selection process are available from the school.

The number of intended admissions for the year commencing September 2026 will be 175

In the case of over-subscription, the following criteria will be applied in order:

- 3.1 Children who are in the care or interim care of a local authority pursuant to sections 31 and 38 of the Children's Act 1989, or children who are accommodated by a local authority pursuant to section 20 of the Children's Act 1989. This includes children who were in care

but have since been adopted or become subject to a residence order or special guardianship order. For Internationally adopted Previously looked After Children (IAPLAC) The Mossbourne Federation will follow the guidance issued by the Department for Education on IAPLAC.

- 3.2 Students who live with parents, guardians or carers, who are employees (teaching and non- teaching, full and part time) in The Mossbourne Federation, provided that the employee has been employed by the Federation for a minimum of one term at the date of application for admissions and/or recruited to fill a vacant post for which there is a demonstrable skills shortage. For the purpose of allocating places, students mean, a child of the staff member or children of their partners. The child has to live at least 50% of the time with the staff member.
- 3.3 Siblings living in an existing priority admission area (catchment area) of MFA as agreed by the Local Authority and then by distance, using straight line measurement, with students closest to the school being given higher priority (straight line measurement being from the front door of the home address to the school reception using a digital mapping system).
- 3.4 Students whose older siblings are currently attending MFA in Years 7 to 13 and will continue to do so on the date of admission. For the purpose of allocating places, sibling means:
 - Full sibling living at the same address as the applicant
 - Step sibling living at the same address as the applicant
 - Half sibling living at the same address as the applicant
 - Long term foster sibling living at the same address as the applicant.
- 3.5 Students resident in the agreed priority admissions area (catchment area) of MFA and then by distance, using straight line measurement, with students closest to the school being given higher priority (straight line measurement being from the Easting and Northing point of the National Property Map Gazetteer to the school reception using a digital mapping system).
- 3.6 Siblings living outside the existing priority admissions area for the school: Students whose older siblings are currently attending MFA Years 7 to 13 and will continue to do so on the date of admission.
- 3.7 Students attending primary schools under The Mossbourne Federation.
- 3.8 Children of former students of MFA. The former student must be able to satisfy the school that they were in attendance for 5 full years.
- 3.9 Other students by distance from the school (by straight line measurement as above) with those nearer being accorded the higher priority.
- 3.10 Notwithstanding the provision of points 1-10 above, the Secretary of State may direct MFA to admit a named student to MFA on application from the Local Authority.

In the event of over subscription:

- The highest priority will be given to looked after children, and all previously looked after children, including those children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted
- The school will maintain a waiting list. Students on the list will be ranked in order of priority for admissions irrespective of the date of application. Placement on the waiting list does not affect parents' right to appeal against an unsuccessful application.

We will:

Use the address at which the child will live when applying their oversubscription criteria, as long as the parent provides some evidence of their intended address.

Use a unit or quartering address as the child's home address when considering the application where a parent requests this.

Mossbourne Port Side Academy

Principal: Mr T Austin

Address: Port Side Road, Stanford-le-Hope, SS17 0NS

Phone: 01375 671 566

Web: www.mossbourne.org/mpsa-home

Mossbourne Port Side Academy is a comprehensive secondary school for students aged 11 to 16.

At Mossbourne Port Side Academy, we believe that every student has the right to learn in a calm, structured, and ambitious environment — one where they are both challenged and supported to achieve their very best. As part of the Mossbourne Federation, we are proud to uphold our core values of Excellence, No Excuses, and Unity in everything we do.

As a smaller school, we place great value on every individual. Our staff know our students exceptionally well and work tirelessly to meet their needs, ensuring that each young person's personality, talents and interests are recognised, nurtured and developed to their full potential. This strong sense of care and belonging sits at the heart of our community.

We set high standards for behaviour, learning, and personal conduct because we know that success comes from consistency, hard work, and belief in every child's potential. Our curriculum is broad, knowledge-rich and designed to empower students — academically, socially and emotionally — so they leave us with the skills and confidence needed to thrive in the modern world.

We do not make excuses — for ourselves or for our students — and we work in partnership with families and the wider community to remove barriers and raise aspirations. Our sense of Unity underpins our inclusive ethos: we value every individual and celebrate the strength that comes from working together.

We will continue to build on the strengths of the Academy to deliver outstanding education and exceptional care for our students.

Oversubscription criteria

Procedures for admission to Year 7 where the Academy is oversubscribed

Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below in order from a – j.

a) Children who are looked after or previously looked after, including those children who appear to have been in state care outside of England and ceased to be in state as a result of being adopted.

b) Students who live with parents, guardians or carers, who are employees [teaching and non-teaching, full and part time] in the Mossbourne Federation, provided that the employee has been employed by the Federation for a minimum of one term at the date of application for admissions and/or recruited to fill a vacant post for which there is a demonstrable skills shortage. For the purpose of allocating places, students means, a child of the staff member or children of their partners. The child has to live at least 50% of the time with the staff member.

c) Siblings living in existing priority admission area [catchment area] of Mossbourne Port Side Academy as agreed by the Local Authority and then by distance, using straight line measurement, with students closest to the school being given higher priority [straight line measurement being from the front door of the home address to the school reception using a digital mapping system].

d) Students whose older siblings are currently attending Mossbourne Port Side Academy in years 7 to 11 and will continue to do so on the date of admission

For the purpose of allocating places, sibling means:

- Full sibling living at the same address as the applicant
- Step sibling living at the same address as the applicant
- Half sibling living at the same address as the applicant
- Long term foster sibling living at the same address as the applicant

e) Students resident in the agreed priority admissions area [catchment area] of Mossbourne Port Side Academy and then by distance, using straight line measurement, with students closest to the school being given higher priority [straight line measurement being from the front door of the home address to the school reception using a digital mapping system]

f) Siblings living outside the existing priority admissions area for the school: Students whose older siblings are currently attending Mossbourne Port Side in years 7 to 11 and will continue to do so on the date of admission

g) Students attending Primary Schools under the Mossbourne Federation

h) Other students by distance from the school [by straight line measurement as above] with those nearer being accorded the higher priority.

i) If the final place is allocated to a family with twins or multiple births, a place will be offered to both.

j) If there is a tie for the final place, a draw will be conducted by a person independent of the academy.

Notwithstanding the provision of points a – j above, the Secretary of State may direct Mossbourne Port Side Academy to admit a named student to Mossbourne Port Side Academy on application from the Local Authority.

St Clere's School

Head of School	Mr J Purkiss
Address:	Butts Lane, Stanford-le-Hope, SS17 0NW
Phone:	01375 641 001
Web:	www.st-cleres.thurrock.sch.uk

St Clere's School is an oversubscribed and popular secondary school within the Osborne Co-operative academy Trust. Our shared vision is for a global community of values-driven individuals who, together, flourish. We strive to provide our students with a global perspective and empower them to see their place as active citizens in a democratic society. We do this by providing an engaging curriculum, within an inspirational environment where high standards, opportunities and expectations ensure all our students are successful.

We are a school with a history of strong student outcomes. Whilst we are extremely proud of our academic excellence, we also have a desire to develop our students into confident individuals and responsible citizens. All students are encouraged to contribute to the wider life of the school by becoming involved in enrichment activities, taking leadership roles, and supporting charity events and fundraising initiatives. The sports provision is integral to our enrichment offer, providing access to first class facilities, training and entry to local and national competitions and our ethos is underpinned by the co-operative values. These are values that develop character, preparing young people to pursue their own personal excellence and lead productive, responsible lives as contributing members of the global community. This year, the school has achieved special recognition awards for safeguarding and for cultural diversity values.

St Clere's School has historically specialised in Science and Physical Education creating upgraded facilities in both these subject areas. Most recently, new buildings have been added to the school providing modern, well-equipped teaching areas.

Additional facilities include a 3-storey building with new Science labs, laboratories and classrooms; a new catering and dining space and a 4-court sports hall add to our list of excellent student amenities and further enhance the already extensive sporting facilities at the school. Our Drama Studio provides outstanding facilities to further enrich student experience with interactive Creative Arts projects taking place all year round.

St Clere's students are understandably proud of their school and its achievements. Student voice plays an important role in moving the school forward, including the development of student-related policies. The school works within a competitive sport and house system that develops an ethos of teamwork and the pursuit of excellence.

We have high expectations that students are polite and show excellent behaviour in the classroom and around the school. Teaching and learning are at the forefront of supporting student progress, reflected in our outstanding student results. Learning is led by inspiring teachers following our ACE Framework.

A well-structured and balanced curriculum ensures all student needs are supported and they are fully prepared for life beyond school. We provide extensive, individual careers support through all years to ensure students have an awareness of opportunities and pathways in their future.

As students progress through St Clere's School, we work in partnership with parents/carers and the wider community to celebrate student success at every opportunity. A detailed rewards scheme is run for a variety of achievements and prize-giving events in all year groups.

Oversubscription criteria

Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below:

- (a) A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, a child arrangements order, or a special guardianship order, including those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.

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

- (b) Priority will next be given to children who live with parents, carers or guardians employed by Osborne Co-operative Academy Trust, where either:
 - i. the member of staff has been employed by the trust for two or more years at the time at which the application for admission to the school is made
 - ii. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
- (c) Priority will next be given to children whose older siblings currently attend the school and who will continue to do so on the date of admission. For the purpose of allocating places, sibling means:
 - full sibling living at the same address as the applicant
 - stepsibling living at the same address as the applicant
 - half-sibling living at the same address as the applicant
 - long-term foster sibling living at the same address as the applicant
- (d) Priority will next be given to children whose main residence is in the priority admissions area shown in the plan given in appendix 1.
- (e) Priority will next be given to children who attend any named feeder primary school:
 - Arthur Bugler Primary School.
 - East Tilbury Primary School
 - Horndon on the Hill Church of England Primary School
 - Stanford-le-Hope Primary School
- (f) Other children by distance from the school using straight line measurement.

Children gaining admission on the basis of distance from the school will be given priority using a straight line measurement from the home address to the main entrance of the school. Priority for admission will be given to children who live nearest to the school as measured

using Ordnance Survey data to plot an address in this system. Distances are measured from the child's front door of the home to the main entrance of the school.

In the event students live in the same building – for example, flats – measurements will be to the building's main entrance door with places being allocated starting with the lowest address number. If more than one student is entitled to the last place in cases such as twins, multiple births or same distance measurements the school will offer a place to the additional student(s).

Notwithstanding the provisions of points (a) to (f) above, the Secretary of State may direct each school to admit a named student to the school on application from the local authority.

St Clere's School's priority admissions area (catchment area) boundary includes:

- the area of Stanford-le-Hope south of London Road and High Street, then east of the railway line up to the Stanford interchange, and south of Wharf Road
- Horndon on the Hill
- Lower Dunton Road and South Hill up to Old Church Hill
- Doesgate Lane down Brentwood Road to Linford Road
- the area east of High House Lane, down to Linford Road, but not the area west of High House Lane
- West Tilbury, East Tilbury and Linford, with a boundary line along Linford Road

St Clere's School is also the designated Thurrock resource base for children with a statement or an education, health and care (EHC) plan for visual or hearing impairment.

Children with a statement of educational needs or an EHC plan are allocated school places under different regulations and will override all other categories or priority.

Thames Park Secondary School

Head Teacher: Mrs S Dyer

Address: Chadwell Road, Grays, RM17 5FP

Phone: 01375 470 790

Web: www.thames-park.osborne.coop

Thames Park Secondary School is the newest school within the highly successful Osborne Co-operative Academy Trust. Our state-of-the-art facilities and cutting-edge digital resources are utilised throughout the curriculum to provide a unique pupil experience in the modern world. Our first cohort of year 11 students completed their exams in the summer of 2025 and achieved outstanding results, significantly above national and local averages.

We aim to provide all students with an education that is tailored to support their academic development as well as their well-being; physically, mentally and spiritually. The partnership between our school and the parents and carers of our students is crucial in ensuring all the young people in our school develop into honest, open young people with the ability to care for others and develop a sense of social responsibility.

We have a clear set of co-operative values; self-help, self-responsibility, equity, equality, democracy and solidarity. These values underpin everything we do. These values are not just words but help to create the “Thames Park Way.”

It is very important to me that every young person that attends our school feels encouraged and enabled to reach their potential and beyond. No child is left behind as they are supported to be healthy, happy British Citizens of the future, capable of success in the modern digital world.

We have high standards when it comes to manners and behaviour in and around the school. This all enables our explicit focus on teaching and learning through our ACE Framework, to help our pupils to progress in their studies and prepare them for a life outside of school. We encourage our pupils to aim high, so that regardless of their starting point, all have the very best chance of academic success. We are a school that encompasses and values diversity in our pupils and staff. We work in partnership with our parents and local community to create a strong sense of belonging for our pupils. It is important that everyone feels part of the Thames Park family.

We take part in various Osborne Co-operative Academy Trust initiatives that provide enrichment and challenge for pupils. There is a competitive house system which enables pupils to develop individual and team-based skills. We have a thriving student leadership programme.

We moved to our state-of-the-art permanent accommodation in September 2022. This exciting project has delivered a purpose-built school, fully equipped for the demands of the 21st century. The extensive indoor facilities include specialist provision for all subject areas. The outdoor facilities include a sports centre, an all-weather pitch and a nature area.

Thames Park Secondary School aims to be a high-achieving co-operative school, part of the Osborne Co-operative Academy Trust.

Oversubscription criteria

All children whose education, health and care (EHC) plans name Thames Park Secondary School will be admitted to the school before any other places are allocated.

If Thames Park Secondary School not oversubscribed, all applicants will be offered a place.

In the event that Thames Park Secondary School receives more applications than the number of places available, places will be given to those children who meet any of the criteria set out below, in order, until all places are filled.

- a. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A 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 (see the definition in Section 22 (1) of the Children Act, 1989)
- b. Priority will next be given to the children of staff in the following circumstances:
 - i. where the member of staff has been employed at a school in the Osborne Trust for two or more years at the time at which the application for admission to the school is made; and/or
 - ii. the member of staff is recruited to fill a vacant classroom-based post for which there is a demonstrable skill shortage
- c. Priority will next be given to children whose siblings* currently attend the school and will continue to do so on the date of admission.
- d. Admission of pupils who attend any named feeder junior or primary school (Little Thurrock Primary School, Thameside Primary School, Warren Primary School and Woodside Academy.)
- e. Other children by distance from the school. Distances are calculated by the Local Authority as described in the Secondary Education in Thurrock booklet 2027-2028

*For the purpose of allocating places, sibling means:

- Full sibling living at the same address as the applicant
- Step sibling living at the same address as the applicant
- Half sibling living at the same address as the applicant
- Long term foster sibling living at the same address as the applicant

Twins, triplets etc. If the last child to be offered a place is a twin and their sibling cannot be offered initially, both twins will be offered a place. In the case of triplets or other multiple births, if the majority of children can be offered a place initially, we will offer places to the remaining child or children. For example, if two triplets can be offered a place, the remaining child will also receive an offer of a place.

The Gateway Academy

Head of School: Mrs Grainne McLaughlin
Address: Marshfoot Road, Grays, RM16 4LU
Phone: 01375 489 000
Web: www.thegatewayacademy.org.uk

At The Gateway Academy, we uphold the highest standards, firmly anchored in our core values of **Responsibility, Resilience, Compassion, and Aspiration**. We expect our students to approach every challenge with passion and energy, actively shaping their own futures. With **exceptional teaching, a robust pastoral care system and rich learning resources**, we empower every student to reach their full potential.

Our commitment is unwavering: we work relentlessly to remove barriers to learning, ensuring that **no student is left behind**. We believe that truly caring for our students means holding them to high standards and supporting them to meet and exceed those expectations.

“There is a palpable sense of community at The Gateway Academy. Students, including those who are disadvantaged, thrive in their well-being due to the ethos of kindness. Students and families praise the wide-ranging support. For instance, there are well-attended learning activities before and after the school day. Students are safe and happy at the school. This also helps them have high attendance.” — Ofsted 2025

Our Academy is thriving. Student academic progress, attendance and staff retention all exceed **national averages**. We are proud to be recognised for our **strong family ethos**, where **hard work and discipline** are at the heart of everything we do. We warmly welcome visitors to experience the vibrant and purposeful atmosphere that defines The Gateway Academy.

“Students benefit from high expectations for learning. This is in all subjects but especially in English and Mathematics, students are highly successful.” — Ofsted 2025

At The Gateway Academy, we are **resilient, ambitious and relentless** in our mission to *“Improve Upon Our Best”*. Our goal is to provide an educational experience that is not only exceptional but life-changing.

“Behaviour is excellent. Classrooms are purposeful. Students work hard and are eager to learn. Throughout the day, they are orderly and polite. Students help to build this positive culture.” — Ofsted 2025

If you are choosing a school for your child, we strongly encourage you to visit us and see for yourself what makes The Gateway Academy such a special and successful place to learn and grow.

Oversubscription criteria

Where the number of applications for admission is greater than the published admissions number, applications will be considered against the criteria set out below:

1. Children who are looked after or previously looked after, including those children who appear to have been in state care outside of England and ceased to be in state as a result of being adopted.
2. Admission of students whose siblings currently attend the Academy and who continue to do so on the date of admission. For the purpose of allocating places, sibling means:
 - full sibling living at the same address as the applicant
 - full sibling living with a parent or family member at a different address
 - step sibling living at the same address as the applicant
 - half sibling living at the same address as the applicant
 - long term foster sibling living at the same address as the applicant
3. Admission of students who attend the Gateway Primary Free School. These students have priority due to the All-Through organisation of learning and the integrated relationship between the young people in the free school and those in The Gateway Academy.
4. Admission of students who attend primary schools in The Gateway Learning Community – that is:
 - Herringham Primary Academy
 - Lansdowne Primary Academy
 - Tilbury Pioneer Academy

The Gateway Learning Community schools have priority due to the wholly collaborative relationships between the schools, which include:

- common governance arrangements
- joint curriculum delivery
- a shared student code of conduct
- shared inclusion services
- joint activities for targeted students, including those with special educational needs and disabilities, and those who are more able

It is our aim to provide a holistic approach to education for all GLC students and their families.

5. Admission of children who live with parents, carers or guardians where the member of staff has been employed at The Gateway Academy for two or more years at the time at which the

application for admission to The Gateway Academy is made, or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

6. Admission of students on the basis of proximity to the academy using straight line measurement. Students living nearer to the academy being given higher priority. Distance from the Academy will be measured in a straight line in metres by a digital mapping system from the Academy's main gate to the front door of the home.

If the final place is allocated to a family with twins or multiple births, the academy will offer a place to the additional student(s).

If there is a tie for the final place, a draw will be conducted by a person independent of the academy.

The Hathaway Academy

Principal: Fatima Rodrigues
Address: Hathaway Road, Grays, RM17 5LL
Phone: 01375 371 361
Web: hathawayacademy.attrust.org.uk

At The Hathaway Academy we aim to achieve excellence through promoting the highest possible standards of attendance, punctuality, behaviour and uniform. Alongside this we promote the very best teaching pedagogy ensuring that our lessons are tailored to our pupils, whatever their starting point and of course we also ensure that each pupil receives the care, guidance and support that is necessary for them to succeed.

We believe every child can achieve and we set high aspirations for success from the outset. Our aim is to ensure that all pupils achieve their potential and beyond, providing them with the confidence and skills they will need to lead successful adult lives.

Our curriculum at KS3 includes the range of traditional subjects ensuring our pupils receive a broad and balanced learning experience across this important key stage, setting firm foundations for KS4 and beyond.

Pupils will be placed in a tutor group within a faculty system, allowing pupils to feel part of a small school set up within the bigger academy framework and ensuring they feel safe, are happy and valued as individuals. Each of the three faculties; Engagement, Self-Worth and Purpose are led by an Assistant Principal and a Progress Leader. The Progress Leader and tutor will know each pupil well and will be the first point of contact. We will provide parents and carers with regular updates each term on pupils' academic attainment, progress and attitude to learning, ensuring that as a parent or carer you are fully informed of your child's progress.

We believe that all pupils should have the opportunity to participate in extra-curricular activities and as such we offer a wide range of fun and engaging activities. We aim to develop the element of competition across the faculty system and expect all pupils to take part and represent their faculty.

Academy Transformation Trust (ATT) is the admissions authority for its academies. The Board of ATT has delegated to the local Governing Body of the academy the decisions about which children to admit, within the parameters of the ATT Admissions Policy.

All children whose statement of special educational needs or education, health and care (EHC) plan names the academy must be admitted (paragraph 1.6 of the School Admissions Code, September 2021).

Oversubscription criteria

If there are more applications for places than there are places available, we will give preference to children according to the following rules in this order of priority.

1. Looked after children and all previously looked after children (children who were looked after but ceased to be so because they were adopted or became subject to a child arrangements order or a special guardianship order, immediately following having been looked after) in accordance with section 22 of the Children's Act 1989.

2. Siblings, which for the purposes of this policy are defined as children living permanently at the same address as a child attending the academy at the time of their admission.
3. Children of permanent teaching and support staff of an ATT academy who have been employed at the academy where the application for admission is made for two years or more at the time of application, or a member of staff who is recruited to fill a vacant post for which there is a demonstrable skill shortage at the same academy.
4. Other children by distance from the academy, with priority for admission given to children who live nearest to the academy as measured using Ordnance Survey data to plot an address. Distances are measured 'as the crow flies' from the main entrance of the child's property address point to the academy's property address point on the site where the child will predominantly be based.

Application of oversubscription criteria

The address given on the application form will be used to assess whether another child attending the academy is living at the same address. The child's address will be compared to the addresses held in the academy's records. The address given on the application form will be used to assess the straight-line distance between the child's property address point and the academy's property address point for the site where they will predominantly be based, employing the measuring system used by the local authority in which the academy is situated.

Where a child lives with parents that have shared responsibility for the child, the address of the child is the home at which the child resides for the majority of the school week. When considering applications from children of UK service personnel, the unit postal address or quartering area address will be used, provided that the application is accompanied by an Assignment Order that declares a relocation date and the address.

We will accept changes to the address up to the point of allocation (CAF submission) deadline. If, following the application of the oversubscription criteria, two or more applicants are judged to have equal priority for the final place at an academy, random allocation will be used to determine who receives the place. Where random allocation is used, the names of the applicants will be entered into a hat and a name will be selected from the hat by someone independent of the academy.

An exception is where the applicants judged to be of equal priority live at the same address. In this case, the academy will admit them all.

Appeals

The procedures for appeals relating to admissions will be in accordance with all relevant legislation. They are independent and organised by ATT and entirely separate from the admission system. The decision of the appeal panel is binding on all parties. You should send your appeal to the Academy and your papers will be passed onto ATT.

William Edwards School

Head Teacher: Mrs L Sexton

Address: Stifford Clays Road, Stifford Clays, Grays, RM16 3NJ

Phone: 01375 486 000

Web: www.williamedwards.org.uk

Welcome from the Headteacher

At William Edwards School, we are proud to provide an education that is both ambitious and inclusive, underpinned by high expectations, strong relationships and a clear focus on success for every child.

Our aim is simple: to ensure that all students receive an excellent education, alongside the personal development opportunities they need to grow into confident, responsible and well-rounded young people. We combine a strong academic curriculum with exceptional pastoral care and enrichment opportunities, so that every student feels supported, safe and able to thrive.

We are proud of our reputation for sport and the arts, but equally of the calm, purposeful environment we create, where students are encouraged to work hard, show respect and take pride in their achievements. Our students benefit from a wide range of opportunities beyond the classroom, helping them to develop the confidence, resilience and character needed for future success.

What truly sets William Edwards School apart is our commitment to knowing every child as an individual. We believe that when students feel valued, challenged and supported, they flourish both academically and personally.

Choosing the right secondary school is an important decision, and we look forward to welcoming you to our Open Evening and showing you first-hand what makes William Edwards School such a special place to learn.

Mrs Lynne Sexton
Headteacher

About William Edwards School

William Edwards School is a successful and ambitious 11–16 comprehensive school serving the Thurrock community. As a proud member of the South West Essex Community Education Trust (SWECET), we are dedicated to delivering high standards, strong pastoral care and an inclusive education that enables every pupil to thrive.

We provide a high-quality, knowledge-rich curriculum supported by strong teaching and clear expectations. Students benefit from a curriculum that is carefully sequenced and designed to meet their needs, enabling them to make sustained progress across all subject areas.

Recent external evaluation recognises the strength of our provision, noting that pupils:

- benefit from well-planned learning;
- receive work matched to their needs;

- experience a broad and balanced curriculum;

We are relentlessly focused on raising aspirations and outcomes for all learners, ensuring they are well prepared for the next stage of their education and future success.

We offer a wide and diverse curriculum at Key Stage 3 and Key Stage 4, including opportunities to study subjects such as:

- Construction
- Photography
- Performing Arts

We are nationally recognised for our commitment to arts and cultural education, having achieved the prestigious Artsmark Platinum Award three times. Alongside this, we maintain an exceptional sporting provision and one of the largest Duke of Edinburgh's Award cohorts in the East of England.

At William Edwards School, pastoral care sits at the heart of everything we do. We provide structured, consistent support to ensure that students feel safe, valued and able to succeed.

Our pastoral systems are designed to:

- promote positive behaviour and high expectations.
- provide early support where difficulties arise.
- build strong relationships between students, staff and families.

Students consistently report that they feel well supported, and behaviour across the school reflects our commitment to maintaining a calm, purposeful and respectful environment.

We believe in developing the whole child. Alongside academic success, students benefit from a wide range of enrichment opportunities, including:

- Competitive sport and extracurricular clubs.
- The Duke of Edinburgh Award.
- Arts, performance and cultural experiences.

Our aim is to develop confident, responsible and respectful young people who are well prepared for life in modern Britain.

As a school with a specialism in sport, we may allocate up to 10% of places to students who demonstrate aptitude in sport.

Parents wishing to apply under this criterion should contact the school directly to request an aptitude application form. Assessment activities may be used to determine suitability.

Closing date for aptitude applications: 18 September 2026

Testing dates for aptitude applications: 12 & 13 October 2026

Results for aptitude applications: 20 October 2026

We recognise that strong home–school partnerships are essential to success. We work closely with parents and carers to ensure that every child receives the support, challenge and opportunities they need.

Together, we aim to ensure that every student leaves William Edwards School as a successful learner, confident individual and responsible citizen.

Where applications exceed the number of available places, admissions are allocated in line with the school's published criteria, including:

1. Looked After and Previously Looked After Children.
2. Students offered a place through the sports aptitude route (up to 10%).
3. Children of SWECET staff (subject to criteria).
4. Siblings of current students.
5. Students attending named feeder primary schools within the Trust and local community.
6. Other applicants.

Distance from the school (measured in a straight line) will be used to prioritise applicants within each category.

A waiting list is maintained in line with these criteria, and parents retain the right to appeal.

Thurrock Council contact details

School Admissions team:

- web – thurrock.gov.uk/admissions
- email – school.admissions@thurrock.gov.uk
- phone – 01375 652 652 – **phone lines are closed to the public between 10am and 1pm**
- address – School Admissions, Thurrock Council, Civic Offices, New Road, Grays, RM17 6SL

Home to School Transport

- web – thurrock.gov.uk/hometoschool
- email – HTSTApplications@thurrock.gov.uk
- phone – 01375 652 652

Special Educational Needs team:

- email – sen@thurrock.gov.uk
- phone – 01375 652 555

Office hours:

- Monday to Friday, 9am to 5pm

For all education services, go to thurrock.gov.uk/education

Neighbouring local authority contact details

Local authority	Address	Phone	Email	Web
Barking and Dagenham (301)	School Admissions, Town Hall, 1 Clockhouse Avenue, Barking, IG11 7LU	020 8215 3004	admissions@lbbd.gov.uk	www.lbbd.gov.uk
Essex (881)	School Admissions, Essex County Council, County Hall, Market Road, Chelmsford, CM1 1QH	0345 603 2200	admissions@essex.gov.uk	www.essex.gov.uk
Havering (311)	School Admissions, Town Hall, Main Road, Romford, RM1 3BD	01708 434 600	schooladmissions@haverling.gov.uk	www.haverling.gov.uk
Kent (886)	4 th Floor, Invicta House, Maidstone, Kent, ME14 1XX	0300 041 2121	kent.admissions@kent.gov.uk	www.kent.gov.uk
Southend On Sea	Civic Centre, Victoria Avenue, Southend-on-Sea, Essex, SS2 6ER	01702 212934	admissions@southend.gov.uk	www.southend.gov.uk