

Thurrock Council

Secondary School Admissions

information brochure

September 2021

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Foreword

Starting secondary school is a very important time in a child's life and here in Thurrock Council we appreciate what a worrying time this is for parents. We are determined to make this as straightforward and worry free as we can. The information that follows is designed to help you make informed decisions when you come to make an application for a secondary school place.

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 automatic confirmation 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 **12:30am** on **1 March 2021**, 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 fruitful time 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
Corporate Director, Children's Services

Applying for admission to a secondary school

If you have a child who was born between **1 September 2009** and **31 August 2010**, you must apply for a secondary school place for **September 2021**.

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 **72%** 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 2020**. 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.

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.

If you do not have internet access at home you can still apply online at your local library or at the council offices in Grays.

Once you create an account you will be able to complete an application, review, amend and submit it online.

You will get an automatic confirmation that your application has been received. Once you have submitted your application online, if you make any changes – for example, change preference order – you must re-submit the application.

If you change your email address you must notify our School Admissions team by emailing school.admissions@thurrock.gov.uk

Schools you should apply for

There are different types of secondary school in Thurrock – **11** are academy schools, **1** is a voluntary-aided school and **1** is a free 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.

Due to the ongoing coronavirus (COVID-19) pandemic, Thurrock Council will not be holding face-to-face parent briefing sessions this year.

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

- phone – 01375 652 599
- 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.

To begin, 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 2020**. If multiple applications are received at any stage for the same child you risk your child being without a school place – we will consider only the most recent application received before the closing date.

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 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 special guardianship order (in accordance with Section 14A of the Children Act 1989)

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

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
- step-brother or step-sister
- 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 might be different in the case of some schools, however.

If your child will have a sibling at one of your preferred schools in **September 2021**, 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 only name 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 you wish to apply under any school's 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, please do not send a paper application 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 will need to send paper copies, by the closing date of **31 October 2020**, to our School Admissions team at:

School Admissions, Thurrock Council, Civic Offices, New Road, Grays, RM17 6SL.

Supplementary forms must be returned direct to the school by **31 October 2020**, which is the closing date for applications.

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

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

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, or the Civic Offices in Grays.

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.

Assessments of ability or aptitude

Some selective schools may ask your child to undergo an assessment of their ability or aptitude for a particular discipline. This is stated in the individual schools' admissions criteria later in this document.

To ensure coronavirus (COVID-19) safety, many schools have postponed their assessment tests until later in the 2020 autumn term. This means you may have to select your preferred schools without knowing whether your child would qualify.

Despite this, you should still register your child for assessments at selective schools before the schools' published closing dates. You should also submit your full admissions application no later than **31 October 2020**.

If you are a Thurrock resident:

- you may make changes to your application preferences when you receive assessment results for schools outside Thurrock, but we can only allow these if the local authority agrees
- requests for changes to your application preferences should be made no later than **10 December 2020**, by emailing school.admissions@thurrock.gov.uk
- changes requested after **10 December 2020** will only be considered after places have been offered on **1 March 2021**

If you are **not** a Thurrock resident:

- contact your home local authority for their policy on making changes to a school admission application

If you have questions about assessment test arrangements, check the relevant school websites or contact the school(s) directly.

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 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. Paper applications will not be acknowledged unless accompanied by a stamped addressed envelope.

As an online applicant, you can log in to your account at any time from **12:30am on 1 March 2021** to view your offer. An email will also be sent to you on the morning of **1 March 2021**.

If you apply on paper, your offer letter will be posted second class on **1 March 2021**.

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/utcs

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

Can I apply for a Studio School?

Yes. If your child was born between **1 September 2006** to **31 August 2007** and you wish to apply for your child to start in Year 10 in a studio school in **September 2021**, you must complete the application and return it in time to meet the closing date of **31 October 2020**.

Contact out-of-borough UTCs or Studio Schools to confirm how you apply for a place. For any settings that require a common application form, please complete this application.

UTCs and Studio Schools within a reasonable distance from Thurrock

Elutec:

- specialism – product design, engineering
- location – Yew Tree Avenue, Rainham Road South, Dagenham East, RM10 7FN
- phone – 020 3773 4670
- email – interest@elutec.co.uk
- web – www.elutec.co.uk

London Design and Engineering UTC:

- specialism – design, engineering
- location – Docklands Campus, 15 University Way, London, E16 2RD
- phone – 0203 019 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 – info@mulberryutc.co.uk
- web – www.mulberryutc.co.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 2020**.

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 category. If they do, you must make sure you comply with any requirements for supporting evidence.

As the admissions authority, we 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. We 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.

Other children from overseas do not generally have automatic right of entry to the UK. An application for a school place will not therefore be accepted until they are resident in the UK. Proof of entry to the UK will 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, you will be offered a place at your catchment school (where applicable) if places are available after all allocations have been made to parents who applied on-time.

If you do not have a catchment school, or it is full after the initial allocations, 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 your child will attend. When making your choice, however, you must always consider how your child will get to school.

Many pupils can walk to school or use other sustainable methods of transport. Further 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-travel-support/policies-and-useful-information

We advise all parents 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, in almost all cases pupils must attend the nearest suitable school with a place available, or where a place would have been available if the parent or carer had listed that school in the application for a school place.

To satisfy the condition that a child attends the nearest suitable school, **parents of secondary school pupils** must list as their chosen schools the 6 secondary schools nearest to them in order of distance from their home.

Our policy provides a wide range of information around home to school transport, such as how to determine your nearest schools, how we measure distance using Datamap, and much more. To access our Datamap mileage calculating website, go to hometoschool.thurrock.gov.uk

It is important point to note that some schools operate a catchment area for admissions. Also, some schools have 'feeder schools' – for instance, a primary school where the majority of the students will follow on to 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 travel arrangements.

Once you have been allocated your school place on **1 March 2021** you must apply for transport before **31 May 2021** if you think you are eligible for transport.

For further information please contact Awards and Benefits:

- phone – 01375 652 511
- email – awards@thurrock.gov.uk

What happens post 16?

Some secondary schools in Thurrock have their own sixth-form and therefore provide for pupils from age 11 to 19. These details can be found on the individual schools' websites.

Your to-do list

During **September 2020** you should:

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

During **October 2020** you should:

- attend schools' open days/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 2020**
- make sure you have submitted any necessary supplementary information forms to the relevant school(s) by **31 October 2020**

During **March 2021** you should:

- check your online account on **1 March 2021** to view your offer

During **July 2021** 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 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	Wednesday 30 September 2020, 6pm to 8pm. Online head teacher's speech, 6pm to 7pm. Information will be on the school's website. Bookable guided tours with the head teacher are available in the evenings after school hours. Email admin@graysconvent.thurrock.sch.uk to book.
Harris Academy Chafford Hundred	Mayflower Road, Chafford Hundred, Grays, RM16 6SA	01375 484 580	Academy	11-19	180	Friday 9 October 2020 – online. Further details are available on the school's website
Harris Academy Ockendon	Erriff Drive, South Ockendon, RM15 5AY	01708 851 661	Academy	11-19	240	Thursday 1 October 2020, 6pm to 7pm – online. To be held remotely via Zoom. Further details will be available on the school's website from early September.
Harris Academy Riverside	London Road, Purfleet-on-Thames, RM19 1QY	01375 802 060	Free School	11-19	180	Monday 5 October to Friday 9 October 2020 – online. Online Open Evening will be uploaded to the schools' website. No Registration required.
Ormiston Park Academy	Belhus Park Lane, Aveley, South Ockendon, RM15 4RU	01708 865 180	Academy	11-19	150	Thursday 8 October 2020, 6pm to 8pm – online. Additional information can be requested from info@ormistonpark.org.uk

School	Address	Phone	Type	Ages	Places	Opens evenings and days
Orsett Heath Academy	Oakfield, Long Lane, Grays, RM16 2QH	01375 802 800	Academy	11-16	120	Saturday 10 October 2020. Details about how to book the tours will also be available on the school's website from early September. Please note that numbers are limited for the tours due to coronavirus (COVID-19) restrictions and that these will need to be booked with the school in advance. The head teacher's introduction to the school will also be posted on the school's website in September.
Ortu Gable Hall School	Southend Road, Corringham, SS17 8JT	01375 400 800	Academy	11-19	272	Tuesday 6 October 2020, 6.30pm to 9pm, and Wednesday 7 October 2020, 6.30pm to 9pm – online. Facebook live – through the school's channels and website. Live feedback from key staff on both evenings.
Ortu Hassenbrook Academy	Hassenbrook Road, Stanford-le-Hope, SS17 0NS	01375 671 566	Academy	11-16	150	Monday 21 September to Friday 25 September 2020 – online. If you would like to attend one of the online open evenings please visit the school's website for further details.
St Clere's School Science and Sports College	Butts Lane, Stanford-le-Hope, SS17 0NW	01375 641 001	Academy	11-16	240	Wednesday 23 September 2020, 6pm to 9pm and Saturday 26 September 2020, 10am – 2pm. Both open events will be online and bookable tours – staff will be present for department viewing but no pupils will be present. Details about how to book the tours will also be available on the school's website.
Thames Park Secondary School	South Essex College Theatre, High Street, Grays, RM17 6TF	01375 648 966	Academy	11-16	120	Monday 28 September 2020, 6pm to 8pm and Saturday 3 October 2020, 10am to 1pm – online. Both open events will be online and bookable tours – staff will be present for department viewing but no pupils will be present. Details about how to book the tours will be available on the school's website.

School	Address	Phone	Type	Ages	Places	Opens evenings and days
The Gateway Academy	Marshfoot Road, Grays, RM16 4LU	01375 489 000	Academy	11-16	215	<p>Thursday 10 September 2020, 6pm – online. Go to www.theglc-gatewayacademy.org.uk/376/year-7-intake-2021-information-for-parents for all information regarding new year 7 admissions, including the school's prospectus and other key information.</p> <p>Saturday 19 September 2020, 9am to 4pm. Personalised tours for parents/carers and their child with social distancing measures in place. Email Siobhan O'Dwyer, siobhan.odwyer@theglc.org.uk or phone 07852 714 618 to book your tour.</p>
The Hathaway Academy	Hathaway Road, Grays, RM17 5LL	01375 371 361	Academy	11-16	180	<p>Tuesday 22 September 2020, 6pm to 8pm. For guided tours, email Jodie Farrell at j.farrell@hathawayacademy.attrust.org.uk</p>
William Edwards School	Stifford Clays Road, Stifford Clays, Grays, RM16 3NJ	01375 486 000	Academy	11-16	250	<p>Saturday 12 September 2020. Details about how to book tours will also be available on the school's website from 1 September. Numbers for the tours will be limited due to coronavirus (COVID-19) restrictions. Places must be booked with the school in advance. A copy of the school's prospectus, a welcome film and the head teacher's speech introducing the school will be available on the school's website from 1 September.</p>

What happened last year on National Offer Day – 2 March 2020

School	Places available	First preference applications received	Catchment	Catchment sibling	Out of catchment	Out of catchment sibling	Children of staff	Distance	LAC	SEN	Sibling	Aptitude	Attending The Gateway Primary Free School	Feeder school	Feeder school (St Clare's)	Gateway Learning Community	Parent former student	Denominational	Non-denominational
Grays Convent High School	150	99	*	*	*	*	*	*	*	<5	*	*	*	*	*	*	*	34	106
Harris Academy Chafford Hundred	180	356	115	49	*	*	<5	*	6	8	*	*	*	*	*	*	*	*	*
Harris Academy Ockendon	240	253	138	*	*	*	*	*	*	5	97	*	*	*	*	*	*	*	*
Harris Academy Riverside	180	170	*	*	*	*	*	137	*	6	35	*	*	*	*	*	*	*	*
Ormiston Park Academy	180	68	*	*	*	*	*	151	*	6	23	*	*	*	*	*	48	*	*
Ortu Gable Hall School	272	148	76	31	87	23	<5	*	<5	<5	37	5	*	<5	*	*	<5	*	*

School	Places available	First preference applications received	Catchment	Catchment sibling	Out of catchment	Out of catchment sibling	Children of staff	Distance	LAC	SEN	Sibling	Aptitude	Attending The Gateway Primary Free School	Feeder school	Feeder school (St Clare's)	Gateway Learning Community	Parent former student	Denominational	Non-denominational
Ortu Hassenbrook Academy	150	85	70	12	38	14	*	*	*	<5	*	*	*	5	*	*	*	*	*
St Clare's School	261	392	129	*	*	*	14	*	<5	13	102	*	*	*	*	*	*	*	*
The Gateway Academy	215	202	*	*	*	*	*	38	<5	5	60	*	27	*	*	83	*	*	*
The Hathaway Academy	180	82	*	*	*	*	*	143	*	*	35	*	*	*	*	*	*	*	*
William Edwards School	250	290	121	*	*	*	<5	*	<5	<5	79	25	*	17	*	*	*	*	*

* – 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

Head Teacher: Mrs P Johnson
Address: College Avenue, Grays, RM17 5UX
Phone: 01375 376 173
Web: www.graysconvent.school

'Inspiring ambition and achieving excellence' is our mission. Our Section 48 Inspection in June 2018 rated us an "*Outstanding Catholic school in every respect*". At Grays Convent High School our first-rate examination and progress results – significantly above national and local averages in all areas – demonstrate that high quality teaching and learning are at the heart of what we do. We are an 11 to 16 Catholic girls' school but accept girls of all faiths.

We believe at Grays Convent that if the relationships and values are right, then all else will follow. Our Ofsted in November 2017 identified that we "*live and breathe our shared vision to empower young women to discover and achieve their potential*". Attendance is very high as girls enjoy coming to school. We know that pupils are at their happiest working hard for teachers they like and respect.

Academic progress is important to us. More than 64% of our girls leave us with grades 9 to 6, 27% at 9 to 7, ensuring that 100% of them enter sustained education post-16, in excellent sixth forms, every year.

Girls gain outstanding results in the English Baccalaureate subjects, with particularly exceptional progress in English and the Sciences. Girls perform similarly well across the board with 80% of the curriculum subjects on offer achieving 80% or more; 50% of them at 100%. In 2019 our Progress 8 result was +0.91, well above the national average.

Education here is about far more than just exam results however and we combine high ambitions for academic achievement with an emphasis on personal growth and student leadership. By the time our pupils leave us they are articulate, kind, and well qualified young women ready to make a successful start in their post-16 education (Ofsted 2017)

Embracing a culture of high expectations, our girls excel in many areas, encouraged and challenged to do their best by an experienced and specialist staff. Pupils receive vast and meaningful opportunities to develop as young leaders within the school, representing the school regionally and nationally as transition leaders, eco-ambassadors, sports representatives, peer mentors and prefects.

We nurture our pupils' self-confidence with the Jack Petchey Speak Out Challenge, Rotary Youth and debating clubs. They regularly perform in public through the competitive House and Sports system.

We provide a wide range of vibrant extra-curricular learning activities in sports, music, drama, dance and computing. We have great football and rugby teams, excelling in athletics, netball, football and cricket which is why we are a Gold Sports school. The school play is the highlight of the year and as a 'Thurrock Trailblazer' school, we are blazing forwards in the Arts with Silver Arts Award, also offering LAMDA qualifications.

The Duke of Edinburgh Award Scheme is perhaps the jewel in our crown, and students complete the Bronze, Silver and Gold awards. We run the 'Passport to Adventure' programme for younger years. We also offer a variety of trips and exchanges in France, Spain and Germany.

We are a forward looking school which still believes in the importance of traditional values. Putting the welfare of young women at the heart of our work we expect our students to be ready to learn, to work hard and to take pride in their own and their school's achievements. Our close knit small-school diverse community means that every girl can be known as an individual.

We recognise that when parents choose our school for their daughters they entrust us with something very precious, years that are irreplaceable. You can be assured that we will value your daughter; she will be inspired to fulfil her potential and challenged to do her best in our vibrant community.

Oversubscription criteria

The Governing Body has set its admission number at 124 girls to year 7 in the school year which begins in September 2021.

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 [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 [2]
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 (e.g. 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 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 (e.g. 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 CYTŪN 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

Principal:	Mrs N Graham
Address:	Mayflower Road, Chafford Hundred, Grays, RM16 6SA
Phone:	01375 484 580
Web:	www.harrischaffordhundred.org.uk

Harris Academy Chafford Hundred is an outstanding 11 to 19 year-old secondary school.

The principle aim of the academy is to prepare our students for their future in an ever-developing society. To this end, we offer all students, regardless of their starting point, the very best chance of academic success. We encourage them to aim high and support them with excellent teaching and academic guidance, as well as focused intervention when required.

Harris Academy Chafford Hundred has achieved outstanding academic results that place the academy amongst the best in the country. However, what is very evident to our students is the value we place on their personal wellbeing and development. We recognise that our students need to be cared for in order to be successful. Our pastoral team work closely with students and families to help ensure that we look after the whole student, to enable them to truly thrive as individuals. Thus our academic strength goes hand-in-hand with our pastoral care to create a close and caring community.

As part of the Harris Federation of Schools, we offer excellent opportunities for our students to enhance their learning experience by taking part in exciting events. In line with the Federation's guiding principles, the academy also promotes sound basic values amongst our students, such as good manners, excellent behaviour and respect for one another.

The Sixth Form was introduced in 2011 to offer our students a route of progression to academic study within the academy, building on the relationship developed between the academy, the students and their families over time. We offer a wide range of subjects and continue to offer outstanding care, guidance and support.

Oversubscription criteria

When considering applications, children with a statement of Special Education Needs that names the Academy or those with Education healthcare (EHC) Plans 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 an SEN statement or EHC plan, places will be allocated in the following order of priority:

1. Looked after children and previously looked after children will automatically be given first consideration above all categories of priority. 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 the definition in Section 22(1) of the Children Act 1989)

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or special guardianship order).

2. The children of Employees of Harris Academy Chafford Hundred 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
3. Pupils resident in the priority admissions area (catchment area) of Harris Academy Chafford Hundred in the following order of priority:
 - (a) pupils who have brothers or sisters attending The Academy at the date of application in year groups 7 through to 10
 - (b) pupils resident within the priority admission area

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 same time of application and admission, as a child who attends Harris Academy Chafford Hundred in any year group excluding current Year 11 and Sixth Form students.

4. Residence outside the priority admissions area of Harris Academy Chafford Hundred in the following priority:
 - (a) pupils who have brothers or sisters attending the school at the date of application year groups 7 through 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 same time of application and admission, as a child who attends Harris Academy Chafford Hundred in any year group, excluding current Year 11 and Sixth Form students.

- (b) pupils living closest to the Academy

Distance from home to The Academy (measured in a straight line in metres by a digital mapping system) will be used to allocate places as a tie breaker in the event of two pupils having equal right to an available place. Straight line measurements from the front door of the home address to the front door of the main Academy building will be used. In the case of a tie breaker involving flats or home(s) of multiple occupancy, random allocation will be used to separate the last two children for consideration.

Waiting list

The academy operates a waiting list for in-year admissions into all year groups. Your child's name will remain on our waiting list for the academic year at the end of which you will need to complete another application.

It is important to note that each added child will require the list to be ranked again in line with the published oversubscription criteria. Priority is not given to children based on the date their application was received or their name was added to the list. Children's position on any waiting list will be determined solely in accordance with the oversubscription criteria.

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 SEN or EHC plan.

Appeals

Parents/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 prepare guidance for parents/carers about how the appeals process will work and a timetable, and publish this on its website.

Additional resource provision

Harris Academy Chafford Hundred is the designated Additional Resource Provision (ARP) base for Children, Education and Families for speech and language children. Places allocated under this will cover children with Autistic Spectrum Disorder and all pupils in this category will have a Statement of Special Education Needs or EHC plan.

These children are not included in the school's published admission limit. ARP are allocated through a multi-disciplinary Local Authority admissions panel, in consultation with Thurrock Council's Special Educational Needs department and the Academy's Principal and Achievement Director of SLCN Resource Base.

Harris Academy Ockendon

Principal:	Ms J Rainey
Executive Principal:	Mr G McMillan
Address:	Erriff Drive, South Ockendon, RM15 5AY
Phone:	01708 851 661
Web:	www.harrisockendon.org.uk

In September 2019, Harris Academy Ockendon joined the Harris Federation which runs nearly 50 successful primary and secondary academies in London and Essex. The vast majority of Harris academies inspected by Ofsted have been rated 'outstanding'.

We always tell our students to 'enjoy being the best you can be'. At Harris Academy Ockendon, 'being the best' is neither a destination nor a moment in time, but it is a journey towards a consistent pattern of behaviour and attitudes which result in constant progress and achievement. We approach each day with determination and are relentless in our pursuit of excellence for our students and staff. We believe we have the power to transform our students' lives regardless of their ability, background, social status and life opportunities.

We have huge ambition and aspiration for every student, and our commitment to their success is combined with exceptional support. We strive to develop resilience in our students and the ability to be tenacious in their quest to 'Enjoy being the best they can be'. 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, learning and teaching, is at the heart of everything we do. Our staff are experts and focus on how students can be challenged and supported to achieve the very best they can academically, and to help them develop the transferable skills needed to build successful futures.

When you visit Harris Academy Ockendon you will notice that it is a welcoming, ambitious and creative place to learn, where students feel secure and happy. Harris Academy Ockendon is a place of high expectations. We create a culture and ethos that facilitates success. We aim for excellence and expect our students and their families to do the same.

I 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 motto of "Enjoy being the best you can be" continues in our sixth form. We are focussed on supporting students to achieve their very best in whichever career path they choose. Many of our students go on to university; at the time this document was sent to press, there were an incredible 62 sixth formers at the Harris Federation holding places for Oxford and Cambridge, plus 1 sixth former with an offer from MIT (Massachusetts Institute of Technology/USA). Our partnership with businesses has also enabled several students to secure prestigious apprenticeship placements.

One of the top reasons our students give for choosing to come to our sixth form is the high-quality pastoral care, guidance and support structure from our sixth form team. Daily seminar time with academic tutors, personal coach and our small class sizes mean that students are extremely well supported by tutors and teachers who know them well.

Students at Harris Academy Ockendon are encouraged to enhance their academic qualifications through a wide variety of extra-curricular opportunities including volunteering, mentoring, work experience, and Cambridge Pre-U GPR courses.

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 range of subject choices to enable students to pursue a path towards their chosen career, further training or university. We ensure every student who wants to go to university does so, and all other students have a successful future ahead of them.

The extra-curricular opportunities provided, alongside excellent and meaningful qualifications, help build our students' CVs and provides them with engaging topics to highlight as they write personal statements for university or apply for jobs and apprenticeships.

Oversubscription criteria

If there are more applications than there are places available at the Academy, it will use the following criteria, in priority order, in deciding which applications to accept:

1. "Looked After Children" and children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangement order or special guardianship order. A looked after child is a child who is in the care of a local authority or being provided with accommodation by a local authority in the exercise of their social services functions (see section 22 (1) of the Children Act 1989).
2. Students with a sibling attending the Academy in Years 7 to 11 at the time of their admission.
3. Children of staff members employed at Harris Academy Ockendon. The staff member must have been employed for at least two years at the time of application or were recruited to fill a vacant post for which there was a demonstrable skill shortage (as confirmed by the HR Manager). They must be permanently based at Harris Academy Ockendon for more than 50% of their normal working hours.

Applications in this category **for admission to Year 7 in September** must be accompanied by a completed and signed Children of Staff Supplementary Information Form, to be received by the application deadline. This form is available to download on the Academy's website, or in hard copy format from the Academy's main office. This does not apply to applications to in-year applications or sixth form admission applications.

4. All other children. For inclusion in this category, parents simply need to complete an application form.

Tie-breaks

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 by this 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 main entrance to 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 independently verified random lottery.

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, and the address at which they are registered with their GP, hospital, dentist and/or optician, and at which Child Benefit/Child Tax Credit (if eligible) is claimed, at the time of application.

Siblings

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 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 (e.g. 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, parents must ensure that they clearly state the sibling's full name in the application form.

Twins, triplets and siblings of a higher multiple birth

Where a twin, triplet(s) or sibling(s) of a higher multiple birth achieves a place at the Academy within the PAN in the normal way, but their twin, triplet(s) or sibling(s) of a higher multiple birth does not achieve a place, the Academy will nevertheless admit their twin, triplet(s) or sibling(s) of a higher multiple birth even where this means exceeding the PAN. This does not apply to admission to the sixth form.

Special educational needs

Children with a statement of special education needs (or an education, health and care plan) that names the Academy, are allocated places in any year group of the Academy under different regulations and will override all other categories of priority.

Harris Academy Riverside

Principal:	Mr A. Betts
Executive Principal:	Mrs N Graham
Address:	London Road, Purfleet-on-Thames, RM19 1QY
Phone:	01375 802 060
Web:	www.harrisriverside.org.uk

Harris Academy Riverside is a growing academy which opened in 2017. Designed to serve the communities of Purfleet and West Thurrock, our aim is to establish an outstanding academy, which will build upon the success of the Harris Federation.

Harris Academy Riverside seeks to develop students who are successful, confident and happy, who inspire their community and who act with kindness and compassion towards others. We provide an outstanding academic experience and encourage wider personal development.

Through our commitment to providing experience of the wider world we aim to promote a strong sense of community and belonging, to provide a blend of high challenge and high support and to encourage the development of outstanding habits of behaviour such as self-awareness, kindness, appreciation, humility, politeness, confident self-expression and self-presentation and outstanding habits of learning such as determination, resilience, organisation, reading, studying and practice.

As part of the Harris Federation of Schools, we offer excellent opportunities for our students to enhance their learning experience by taking part in extraordinary events. In line with the Federation's guiding principles, the academy also promotes sound basic values amongst our students, such as good manners, excellent behaviour and respect for one another.

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

Oversubscription criteria

When considering applications, children with a statement of special education needs that names the Academy or those with education health care (EHC) plans 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 a statement of special educational needs or education health 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 the definition in Section 22(1) of the Children Act 1989)

Previously looked after children are children who were looked after, but ceased to be so because they have been adopted (or became subject to a residence order or special guardianship order.)

2. 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
3. Pupils who have siblings attending the academy at the date of application in year groups 7 or 8. 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 either Year 7 or 8.
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 tie-breaker 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 a statement of SEN or EHC plans and looked after children, employees of Harris Academy Riverside.

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:	Mr Mark Roessler
Address:	Belhus Park Lane, Aveley, South Ockendon, RM15 4RU
Phone:	01708 865 180
Web:	www.ormistonpark.org.uk

Ormiston Park Academy is a highly aspirational popular secondary school serving the community of Aveley and its surrounding areas. Our buildings and grounds offer outstanding facilities for our students, our teaching and support staff go above and beyond on a daily basis and our children are a credit to their school. Ormiston Park Academy has been graded 'Good' in all aspects of our provision (Ofsted 2017).

Ormiston Park Academy provides a safe, secure and supportive, yet academically challenging environment where all students can succeed and excel. We have the highest aspiration and expectations for all our students.

Students are at the centre of everything we do. We expect them to work hard and to achieve their very best academically and we provide them with the skills and attributes relevant for higher and further education and employment the 21st Century.

Our "***distinctive ethos of 'believe and achieve' is at the heart of each aspect of our work***" (Ofsted 2017).

It is our 'believe and achieve' ethos that provides the cornerstone to outstanding achievement for our students during their time with us, and beyond. Achievement is set within an inspirational learning environment which raises student aspirations and lifts their self-confidence.

"Pupils are proud to be at the school and are typically kind and respectful towards each other" (Ofsted 2017)

Ormiston Park's provision is student-centred and personalised, it recognises and values the talents and skills of each individual. We believe in the traditional development of excellent core skills (reading, writing, oral communication and numeracy) whilst also preparing our students to be pro-active, compassionate and well-rounded citizens.

We have high expectations of achievement in public examinations and offer a full range of enrichment and extra-curricular provision to enable this.

The Academy provides a broad and balanced curriculum with pathways through KS4 that include full English Baccalaureate provision alongside a broad range of other subjects. Our students are 'motivated and challenged to do well' and they show 'confidence and pride in their learning'.

"Transition from primary school involves a careful assessment of all pupils' needs in order that the appropriate support can be put into place. It involves the school's special educational needs coordinator working as part of a team" (Ofsted 2017)

We pride ourselves on the superb level of pastoral care and support we can provide all of our students and families which enables students to progress seamlessly through our school.

We are "**committed to providing the highest quality care and are focussed on ensuring that the well-being of pupils is a priority**" (Ofsted 2017)

Ormiston Park Academy is supported and sponsored by the successful Ormiston Academies Trust and works in harmony with Thurrock Local Authority. We work very closely with our parents/ carers and local primary schools and know that by working together, much more is possible.

Oversubscription criteria

If the academy receives more applications than there are available places then children with the academy named on an education, health care plan (EHC) 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 special guardianship order. A looked after child is a child who is in the care of a local authority, or being provided with accommodation by a local authority in the exercise of their social services functions (definition used is in Section 22(1) of the Children Act 1989).
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.
 5. 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

Executive Head Teacher:	Mr S Bell
Head of School:	Ms S Rawson
Address:	Oakfield, Long Lane, Grays, RM16 2QH
Phone:	01375 802 800
Web:	www.orsettheathacademy.org.uk

Orsett Heath Academy is a new secondary school in Thurrock, which opened in September 2020. The academy, built adjacent to Stanford Road, is run by the same successful Trust leadership team as William Edwards School and builds on the same strong education provision and ethos.

Orsett Heath academy is a very exciting development for children in Thurrock as it will provide an additional 1,200 pupil places by 2024. Due to significant investment into the Thurrock area, there has been a large increase in the number of children attending primary schools and therefore, the new school provides much needed places to meet this growing demand.

The curriculum provided is modelled on William Edwards', with a specialism in sports, the arts and a strong international approach to languages. The academy is also a school for the community and provides learning for students and parents alike through its extra-curricular provision.

A strong sporting ethos positively impacts on educational standards, regardless of ability. Resilience, dedication, hard work and commitment are some of the crucial values and attributes that will provide students with the tools they need to lead successful lives and make a difference in their community.

The academy is built in close proximity to the Thurrock Rugby Club and Thurrock Harriers Athletics Club. This location will allow our existing partnerships to strengthen even further and will support the development of a world class sports hub in Thurrock, with development pathways for pupils and the wider community at all levels. We have a long and rich history of working in close partnership with both sports clubs and this partnership has benefited many of our pupils. Hundreds of former South West Essex Community Education Trust pupils have been coached by and represented both clubs at all levels, with a number going on to represent at national and international level. The new academy strengthens this partnership working further and enhance facilities, provision and opportunities for all.

As a school with a specialism in sport, the School will exercise its right to admit up to 10% of its intake (12 Pupils) according to sport aptitude. Therefore, the School wishes to offer parents the right to apply for a place for their child if they are of the view that he/she would benefit from the School's facilities and tuition from its qualified PE staff. Parents should contact the School directly to request an Aptitude Application Form. Prospective pupils may be asked to undergo an assessment of their aptitude for a particular discipline. Further details of the selection process are available from the school.

The closing date for sports aptitude applications this year is **Monday 12 October 2020**. Applications after this date cannot be accepted. Testing will take place the week beginning **19 October 2020** and you will be notified of the outcome before the closing date for Thurrock applications, which is **31 October 2020**.

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care 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. Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order
2. Next, 10% of the PAN will be allocated to children who have demonstrated an aptitude in our specialist subject area, which is sports
3. Priority will next be given to the children of staff who have been recruited to fill a skill-shortage area
4. Priority will next be given to children attending one of the following feeder schools: Stifford Clays, Deneholm, Chadwell St Mary, Little Thurrock and Woodside
5. Other children

Applications will be ranked within each of the over-subscription criteria according to their proximity to the school. Distance is measured from the child's front door to 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, relative, or carer/childminder'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.

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.

Ortu Gable Hall School

Acting principal:	Mr C Evans
Address:	Southend Road, Corringham, SS17 8JT
Phone:	01375 400 800
Web:	www.ortugablehall.org

At Gable Hall, our motto "knowledge nurtures wisdom" underpins our pursuit of academic excellence, with student achievement being at the centre of our school vision. We combine a broad curricular offer with a wide range of and extra-curricular activities, so that our student leave school properly prepared for their next steps and fully prepared to contribute to society.

Gable Hall's curriculum has been designed to address the particular the challenges of modern society. Between Years 7 and 9, we aim to develop "Capable Learners". These are students with a solid foundation of core skills and knowledge which will enable them to access and succeed in any subject area as they prepare for their examinations at age 16 (GCSEs and Vocational). Sometimes students are held back by their inability to decode, comprehend, apply mathematical reasoning, interpret or visualise. Through regular and systematic exposure to the "Golden Threads" in every subject area, we can embed these core skills to a level of automaticity that enables all to have the opportunity to thrive through school and long after they leave mandatory schooling. We firmly believe in partnership working. Strong relations with parents, employers and the wider community is integral to the way we work at Gable Hall School.

Gable Hall is a community school in the true sense of the word. It is fortunate in the range of facilities (Sporting, Social, Agricultural and Extra Curricular) available for use by both students and the community alike. We are extremely proud of the very successful Ortu 6th Form which is part of the school.

As Principal of Gable Hall, it is my ambition and mission to ensure that every student leaves with the skills and confidence which they need to succeed in their chosen pathway. I am hugely proud of our achievements since becoming principal. We celebrate our strong values, ambition, excellent outcomes and an inclusive ethos. Our staff and students live by our collective values of Respect, Integrity and Excellence.

We live and breathe a safe, supportive and happy learning environment for our students, characterised by our 'Gable Way' in which all are 'Ready, Respectful and Safe' at all times.

Whilst at Gable Hall, we guarantee to offer all of our students access to the following opportunities:

- a broad and balanced curriculum delivered by a talented and committed staff in first class teaching facilities (learning)
- an extensive and challenging range of educational visits both at home and abroad - developing cultural capital for all students
- the opportunity to engage with, learn about and support a range of local, national and international communities (community involvement)
- the opportunity to develop skills, experiences and support to equip them for either employment, training or higher education (enterprise activities)
- the chance to contribute to how the school is run through structured groups, activities and training (Deep Student Leadership)

- the choice to pursue their preferred sporting and cultural activities through attendance at clubs, events and out of school opportunities – Combined Cadets, Duke of Edinburgh, Carnegie, Aspiration Dance School – to name just a few

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) Children who are in the care or interim care of a local authority pursuant to section 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.
- b) Pupils who live with parents, guardians or carers, who are employees in the Ortu Federation, provided that the employee has been employed by the Federation for a minimum of two years at the date of the application for admissions and/or recruited to fill a vacant post for which there is a demonstrable skills shortage.
- c) Siblings living in existing priority admission areas (catchment area) of Ortu Gable Hall by distance, using straight line measurement, with pupils 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).

Pupils whose older siblings are currently attending Ortu Gable Hall in years 7 to 10 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
- d) Pupils resident in the priority admissions area (catchment area) of Ortu Gable Hall school by distance, using straight line measurement, with pupils 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).
 - e) Siblings living outside the existing priority admissions area of the school. Pupils whose older siblings are currently attending Ortu Gable Hall school in years 7 to 10 and will continue to do so on the date of admission.
 - f) Pupils attending Primary Schools under the Ortu Federation.
 - g) Children of former pupils of Ortu Gable Hall School. The former pupil must be able to satisfy the school that they were in attendance for 5 full years.
 - h) Other pupils by distance from the school (by straight line measurement as above) with those nearer being accorded the higher priority.

- i) Notwithstanding the provision of points (a)-(h), the Secretary of State may direct Ortu Gable Hall School to admit a named pupil to Ortu Gable Hall on application from the local authority.

In the event of over subscription the school will maintain a waiting list. Pupils 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.

Ortu Hassenbrook Academy

Head Teacher:	Ms J Williams
Address:	Hassenbrook Road, Stanford-le-Hope, SS17 0NS
Phone:	01375 671 566
Web:	www.ortuhassenbrook.org

Ortu Hassenbrook Academy is a comprehensive secondary school for students aged 11 to 16.

In a smaller school such as ours, every individual counts. Our staff know our students really well and strive at all times to meet their needs ensuring their unique personalities, talents and interests are nurtured and developed to the full.

We are an agile and dynamic school, where improvement and growing popularity are happening rapidly. These are the current opportunities on offer to our students:

- A personalised learning experience to capture their aspirations.
- A rich programme of clubs, trips and activities including Sports, Drama, Art, Music, and Science.
- A full induction scheme at each key stage, including a buddy system in Year 7 and a full coaching and mentoring programme for students, families, the community and professionals.
- An integrated student experience developing students' cultural capital as educated citizens of the future with local, regional and international overseas trips, a new Year 7 Passport to Adventure, the Duke of Edinburgh scheme from Year 9 and a full Combined Cadet Force programme.
- The development and enhancement of key personal life skills: leadership, teamwork, communication, problem solving, work ethic, flexibility & adaptability, and interpersonal skills.

We will continue to build on the strengths of the school to deliver outstanding education and exceptional care for our students, staff and the local community.

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

- c) Admission of students whose siblings currently attend Ortu Hassenbrook 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
 - long term foster sibling living at the same address as the applicant
- d) Admission of children who live with parents, carers or guardians who have been employees of Ortu Hassenbrook Academy for at least the previous two years prior to the child's admission date.
- e) Students resident in the priority admissions area (catchment area) of Ortu Hassenbrook Academy with students living nearer the academy being given higher priority.
- f) Admission of children of former students of Ortu Hassenbrook Academy. The former student must have completed five full years at the academy. This will not include siblings of former students who did not attend Ortu Hassenbrook Academy.
- g) Admission of students on the basis of proximity to Ortu Hassenbrook Academy using straight line measurement. Students living nearer to the Academy being given higher priority.
- Distance from Ortu Hassenbrook Academy will be measured in a straight line in metres by a digital mapping system from the academy's main reception door to the front door of the home.
- h) If more than one student is entitled to the last place in a year group (as in twins, multiple births or same distance measurement), the academy will offer a place to the additional student(s).
- i) Notwithstanding the provisions of paragraphs a) to f) above, the Secretary of State may direct Hassenbrook Academy to admit a named student to Ortu Hassenbrook Academy on application from the local authority.

St Clere's School

Head Teacher:	Mrs A Hughes
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. We are a school with a history of strong pupil results, well above national and Thurrock averages. This includes outstanding results in Maths, PE and ICT in particular.

One of three secondary schools within the Osborne Co-operative Academy Trust, the school's ethos is underpinned by the co-operative values. These are values which prepare young people to pursue their own personal excellence and lead productive, responsible lives as contributing members of the global community.

St Clere's School has specialised in Science and Physical Education creating upgraded facilities in both subject areas. Most recently, new buildings have been added to the school providing modern, well equipped teaching areas. A brand new 3-storey building with new Science and Technology labs; a new catering and dining space and a 4-court sports pavilion add to our list of excellent pupil amenities and further enhance the already extensive sporting facilities at the school. Our 'state of the art' Drama/Dance Studio provides outstanding facilities to further enrich pupil experience with interactive Creative Arts projects taking place all year round. The school has a modern, 21st century approach to ICT and has up to date Wi-Fi and technology.

St Clere's pupils are understandably proud of their school and its achievements. Pupil voice plays an important role in moving the school forward, including the development of pupil-related policies. The school works within a competitive sport and house system which develops an ethos of team work and the pursuit of excellence.

Pupils at St Clere's School also have outstanding international trip opportunities available across different year groups. These include visits to places such as America and Europe.

We have high expectations that pupils are polite and show excellent behaviour in the classroom and around the school. Teaching and learning are at the forefront of supporting pupil progress, reflected in our outstanding pupil results.

A well-structured and balanced curriculum ensures all pupil needs are supported and they are fully prepared for life beyond school.

We provide individual careers support through all years to ensure pupils have an awareness of opportunities and pathways in their future.

As pupils progress through St Clere's School, we work in partnership with parents and the wider community to celebrate pupil success at every opportunity. An intense rewards scheme is run for a variety of achievements and prize-giving events in all year groups. Our house system also provides a team ethos and celebration of success.

Oversubscription criteria

- (a) Children who are currently, or have previously been, 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.
- (b) Admission of children who live with parents, carers or guardians employed by Osborne Co-operative Academy Trust:
- (i) where the member of staff has been employed by the trust (or each predecessor school) 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) Admission of students 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
 - 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
- (d) Pupils resident in the priority admissions area (catchment area) of St Clere's School by distance using straight line measurement from the home address to the main entrance of the school.
- (e) Admission of pupils who attend any named feeder primary schools (East Tilbury Primary School, Stanford-le-Hope Primary School, Thameside Primary School, Horndon on the Hill C of E Primary School, Arthur Bugler Primary School, St Joseph's Catholic Primary School and Little Thurrock Primary School).
- (f) St Clere's School may admit children of former pupils of the school. The former pupil must have completed their school career at the school (five full years).
- (g) 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).
- (h) Notwithstanding the provisions of points (a)–(g) above, the Secretary of State may direct each school to admit a named pupil to the school on application from the local authority.

St Clere's School priority admissions area (catchment area) includes the area of Stanford-le-Hope west of King Street and Southend Road down to the Manorway and south of Wharf Road. It also includes Horndon on the Hill, Lower Dunton Road and South Hill up to Old Church Hill and Doesgate Lane down Brentwood Road into Chadwell St Mary. The boundary then continues along Linford Road, Chadwell St Mary and takes in West Tilbury, East Tilbury and Linford.

St Clere's School is also the designated Thurrock Resource Base for children with a statement or an education health and care plan for visual and/or hearing impairment.

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

Thames Park Secondary School

Head Teacher:	Mr K Bains
Executive Head Teacher:	Mrs A Hughes
Address:	High Street, Grays, RM17 6TF
Phone:	01375 648 966
Web:	www.thamespark.org.uk

Thames Park School is brand new school within the highly successful Osborne Co-operative Academy Trust. We are a co-educational 11-16 school and opened in September 2020. Thames Park School leads and specialises in digital education. Our computing facilities and cutting-edge resources are utilised throughout the curriculum to provide a unique pupil experience in the modern world. In addition, our educational model benefits from co-ordinated planning alongside our popular Trust partner, St. Clere's School.

The school has a distinctive ethos based around co-operative values, and this is reflected in our pupil leadership that plays a pivotal part in the life of school; from developing pupil centred policies to running activities. There is a competitive house system which enables pupils to develop individual and team based skills.

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 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 difference in our pupils. We work in partnership with our parents and local community to create a strong sense of place for our pupils.

We take part in the more able programme is an Osborne Trust initiative which provides enrichment and challenge for the pupils working above the national average. This is designed to ensure all pupils are working towards their full potential through a varied set of activities.

For the next academic year the school will be based in our newly refurbished buildings in central Grays. Our spacious modernised facilities include purpose built Science Labs, an ICT suite and Dance Studio. The school offers a broad and balanced curriculum in English, Maths, Humanities, Sciences and the Arts. We will moving to our state of the art permanent accommodation ready for September 2022. This exciting project will deliver a purpose built school fully equipped for the 21st Century in Chadwell Road, Grays

Thames Park School plans to be a high-achieving co-operative academy, part of the Osborne Co-operative Academy Trust, which includes Little Thurrock Primary School, Thameside Primary School, East Tilbury Primary School.

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care 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. looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, a child arrangements order, or special guardianship order
2. priority will next be given to the children of staff who have been recruited to fill a skill-shortage area
3. priority will next be given to children attending the following feeder schools: Thameside Primary School and Little Thurrock Primary School
4. other children

Tie-break

If in category 4 above a tie-break is necessary to determine which child is admitted, the child living closest to the school will be given priority for admission. Distance is measured from the child's home to the front gates of the school in a straight line by using Ordnance Survey data.

Random allocation undertaken by the local authority will be used as a tie-break in categories 2-4 above to decide who has highest priority for admission if the distance between a child's home and the academy/free school is equidistant in any two or more cases. Random allocation will not be applied to multiple birth siblings (twins, triplets, and so on) from the same family tied for the final place. We will admit them all and exceed our PAN.

Notes

'Home address' – the home address is where a child normally lives. Where a child lives with parents with shared parental responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence.

If a child's residence is split equally between both parents, then parents will be asked to determine which residential address should be used for the purpose of admission to school. If no joint declaration is received where the residence is split equally by the closing date for applications, the home address will be taken as the address where the child is registered with the doctor. If the residence is not split equally between both parents then the address used will be the address where the child spends the majority of the school week.

'Sibling' – 'sibling' means a natural brother or sister, a half-brother or half-sister, a legally adopted brother or sister or half-brother or half-sister, a step-brother or step-sister or other child living in the same household as part of the same family who, in any of these cases, will be living at the same address at the date of their application for 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

The vision of the Gateway Academy is to offer everyone opportunities to develop as high achieving, resilient, healthy, aspirational, caring and fulfilled members of society. We achieve this through:

- the development of productive relationships that prepare students for learning and life
- outstanding teaching
- an inspiring and meaningful curriculum
- the development of effective partnerships for the benefit and wellbeing of our community

We believe that the positive relationships, developing a community spirit and supporting each other is at the heart of our Academy. We support personal growth, well-being and achievements of all our students, celebrating their success across a full range of worthwhile endeavours. We are proud of our students that we have the privilege of working with and put their happiness and wellbeing first.

"Pupils' enjoyment of school life is reflected in their punctuality and regular attendance." (Ofsted 2019)

The success of our students is of paramount importance to us and it is quite remarkable how many of our students have continued on their educational journey attending top Colleges and Universities, such as Cambridge University, King's College London, Brunel University, Queen Mary's College and The London School of Contemporary Dance. Others have completed apprenticeships and gone on to become youth workers, electricians, carpenters, hairdressers – the list is endless.

"The calm, purposeful environment seen in many lessons ensures that pupils can work hard and enjoy their learning. Many pupils share their teachers' high aspirations. They want to do well and are keen to participate in activities and complete the work set." (Ofsted 2019)

Together, by continuing to have the highest possible expectations of all members of the Gateway Learning Community and with hard work, passion and dedication, our students will have a hunger to succeed and will be fully prepared to meet the opportunities and challenges put before them in the 21st Century.

"The Gateway Academy is a school where nothing is left to chance. The attention to detail on the wellbeing and progress of each individual student is at the heart of your success. The ethos and atmosphere is warm and friendly and it is clear that there are strong relationships between staff and students and staff are always prepared to go the extra mile for the young people in their care. Parents/carers are very supportive of the school and really appreciate all that is done for their children." (Kenny Frederick, Inclusion Quality Mark Assessor)

At the Gateway Academy we continue to 'Improve upon our Best' and endeavour to achieve excellence in everything we do. We would strongly recommend you visit our Academy when deciding which school is right for your child.

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 in care or previously in 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.
2. Admission of students whose siblings currently attend the Academy (Years 7 to 11) 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
 - long term foster sibling living at the same address as the applicant
3. Admission of students who attend the Gateway Primary Free School – see note [1] below.
4. Admission of students who attend primary schools in the Gateway Learning Community – Herringham Primary Academy, Lansdowne Primary Academy and Tilbury Pioneer Academy – see note [2] below.
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, and/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.

Notes

- [1] The Gateway Primary Free School pupils have priority due to the integrated relationship between the young people in the Free School and those in The Gateway Academy, including vertical pastoral systems and mixed age classes.
- [2] The Gateway Learning Community schools have priority due to the wholly collaborative relationships between the schools that include:

- common governance arrangements
- joint curriculum delivery
- shared inclusion services
- joint activities for targeted pupils, including those with special educational needs and disability (SEND), and who are gifted and talented
- a holistic approach to support for vulnerable families

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 students, whatever their starting point and of course we also ensure that each student 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 students 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 students receive a broad and balanced learning experience across this important key stage, setting firm foundations for KS4 and beyond.

Students will be placed in a tutor group within a Faculty system, allowing students 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 student well and will be the first point of contact. We will provide parent/carers with regular updates each term on students' academic attainment, progress and attitude to learning, ensuring that as a parent/carer you are fully informed of your child's progress.

We believe that all students 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 students 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 plan names the academy must be admitted (paragraph 1.6 of the School Admissions Code, December 2014).

Oversubscription criteria

1. 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:
2. 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 special guardianship order, immediately following having been looked after) in accordance with section 22 of the Children's Act 1989.

3. 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.
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 records. The address given on the application form will be used to assess the straight line distance between the main entrance of the child's address and the door outside the academy's main reception for the site where they will predominantly be based.

Where a child lives with parents that have shared responsibility for the child, the "address" shall be considered as the home which the child resides for the majority of the school week.

The unit postal address or quartering area address will be used as the "address" when considering applications from children of UK service personnel against the oversubscription criteria, providing the application is accompanied by an Assignment Order that declares a relocation date and the address.

If, following the application of oversubscription criteria, two or more applicants cannot be separated for the final place at an academy then random allocation will be used to determine the priority for that place; except in the case where the applicants that cannot be separated live at the same address, in which case the academy should admit them all. Where random allocation is used, the names of the applicants will be subject to a blind random selection. This will take place by someone independent of the Academy.

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:	Mr S Bell
Address:	Stifford Clays Road, Stifford Clays, Grays, RM16 3NJ
Phone:	01375 486 000
Web:	www.williamedwards.org.uk

William Edwards is an 11 to 16 mixed comprehensive school, serving the local community. The school has a long tradition of being exceptionally successful and is a dynamic, vibrant and progressive place for young people to thrive.

Following the schools most recent Ofsted inspection in May 2019, inspectors noted that "behaviour is securely good" and that the "breadth of the curriculum offer is a real 'gem' in the schools offer to its pupils".

William Edwards' students excel academically, in the arts and in the sporting arena. Our sports teams frequently achieve success at county, regional and national level and our £1.4 million Badminton Centre and Sports Hall, built in partnership with Badminton England allows further exciting opportunities for our students and the wider community.

Drama and Music performances are of an exceptionally high standard and the school holds the coveted 'Arts Mark Platinum' award. Our students enter competitions in mathematics, product design, art, science and public speaking as well as many other areas.

Character education is central to our work. Consequently, the school runs the largest Duke of Edinburgh programme in the East of England with more than 200 pupils involved in the Bronze, Silver or Gold Award. This breadth of experience is fundamental to the development of responsible, self-aware, respectful, resilient, and responsive young people who are ready to make a contribution in their community.

The school is extremely well resourced and Trustees have committed more than £3million in recent years to refurbish 45 learning areas in the school. The innovative approach to developing teaching and educational technology led William Edwards to be named Educational Establishment of the Year at the ERA National Awards.

We expect the highest standards in behaviour and in attitudes to learning, and we support each and every child in their quest to achieve their very best.

GCSE outcomes are historically strong but we will do not rest on our laurels. Together with our students, parents and governors, we will be reaching further and higher each year, to ensure that the young people in our care have a school experience that provides them with the very best start to their future life, whatever that may hold.

In September 2002 William Edwards School was designated a Specialist Sports College. The School will exercise its right to admit up to 10% of its intake (25 Pupils) according to sport aptitude. Therefore, the School wishes to offer parents the right to apply for a place for their child if they are of the view that he/she would benefit from the School's facilities and tuition from its qualified PE staff. Parents should contact the School directly to request an Aptitude Application Form. Prospective pupils may be asked to undergo an assessment of their aptitude for a particular discipline. Further details of the selection process are available from the school.

The closing date for sports aptitude applications this year is **Friday 25 September 2020**. Applications after this date cannot be accepted. Testing will take place at the start of October and you will be notified of the outcome before the closing date for Thurrock applications, which is **31 October 2020**.

Oversubscription criteria

Children 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 school's main gate, measured in a straight line and using a digital mapping system.

- (a) Looked after children. Children who are in care or previously in 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.
- (b) Children who live with parents, guardians or carers who are employees of the SWECET (South West Essex Community Education Trust), provided that the employee has been employed by the Trust for a minimum of two years at the date of application for admission and/or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
- (c) 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
 - step-siblings living at the same address
 - half-siblings living at the same address
 - long-term fostered siblings living at the same address
- (d) Children living within the existing priority admission area for the School.
- (e) Admission of children who attend one of the SWECET primary schools (Stifford Clays, Deneholm and Chadwell St Mary) or who attend one of the following schools who have historically close connections to William Edwards; Tudor Court Primary School and Woodside Academy and who have been on-roll with one of these schools for at least 12 continuous months at date of application (that is, from at least 31 October in the year previous to transfer to secondary school)
- (f) Children living outside of the existing admission area for the school. In the event of over subscription the School will maintain a waiting list. Pupils 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 the parents'/carers' right to appeal against an unsuccessful application. If more than one student is entitled to the last place in a year group (as in twins, multiple births or same distance measurement), the Academy will offer a place to the additional student(s).

The address on the application must be your child's permanent place of residence, not a business, relative, or carer/childminder'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 parent spends the majority of the time. This will normally be the main address held by the primary school and the address of the parent who receives child benefit in respect of the child.

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.

Thurrock Council contact details

School Admissions team:

- address – School Admissions, Thurrock Council, Civic Offices, New Road, Grays, RM17 6SL
- phone – 01375 652 883
- email – school.admissions@thurrock.gov.uk
- web – thurrock.gov.uk/admissions

Awards and Benefits team:

- phone – 01375 652 511
- email – awards@thurrock.gov.uk

Special Educational Needs team:

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

Office hours:

- Monday to Thursday, 8:45am to 5:15pm
- Friday, 8:45am to 4:45pm

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)	Admissions and Transport Team, Room 2.24, Sessions House, County Hall, Maidstone, ME14 1XQ	0300 041 2121	kent.admissions@kent.gov.uk	www.kent.gov.uk