

Thurrock Council

Secondary School Admissions

information brochure

September 2025

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Foreword

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

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

Apply online and you will, from **12:30am on 3 March 2025**, be able to check online which school place has been allocated. This is nearly 2 days before offers in response to paper applications are likely to arrive.

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

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

Sheila Murphy
Executive Director, Children's Services

Applying for admission to a secondary school

If you have a child who was born between **1 September 2013** and **31 August 2014**, you must apply for a secondary school place for **September 2025**.

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 **77.7%** 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 2024**. 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.

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.

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

We will hold **3** briefing sessions for parents and carers on **Wednesday 18 September 2024**, from:

- **1pm to 2pm**
- **4pm to 5pm**
- **6:30pm to 7:30pm**

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

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

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

How to complete your application

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

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

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

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

Child's address

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

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

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

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

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

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 2024**. 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 either adoption, a child arrangements order (in accordance with Section 8 of the Children Act 1989 and as amended by the Children and Families Act 2014) or a special guardianship order (in accordance with Section 14A of the Children Act 1989)
- previously looked after children who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted

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

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

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

Siblings

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

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

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

The definition 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 2025**, it is important that you include the sibling's details on the application. This will make sure the correct level of sibling priority is given, where applicable. You should not name any child who is not a sibling, nor any child who attends a different school to the school named as a preference.

Your preferred schools

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

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

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

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

Reason for preference

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

If 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, do not send a paper form.

Supporting evidence

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

If you apply online and want to submit supporting evidence, you must do so by **31 October 2024**.

You can send your evidence by email to: school.admissions@thurrock.gov.uk

Alternatively, you can send paper copies by post 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 2024**.

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

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

Equality Act 2010

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

How we will use your information

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

Fraud

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

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

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

Appeals

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

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

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

Frequently asked questions

How are places allocated?

Each secondary school is its own admission authority and makes the decisions on the applications it receives. To help it do that it has access to lists of applicants ranked by the council as 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 3 March 2025** to view your offer.

If you apply on paper, your offer letter will be posted second class on **3 March 2025**.

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

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

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

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

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

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

Can I apply for a Studio School?

Yes. If your child was born between **1 September 2010** to **31 August 2011** and you wish to apply for your child to start in Year 10 in a studio school in **September 2025**, you must complete the application and return it in time to meet the closing date of **31 October 2024**.

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

BMAT STEM Academy:

- specialism – computing, science, engineering
- location – Velizy Avenue, Harlow, Essex, CM20 3EZ
- phone – 01279 621 570
- email – info@bmatstem.org.uk
- web – www.bmatstem.org.uk

Brook Sixth Form and Academy:

- specialism – engineering and product design
- location – Yew Tree Avenue, Rainham Road, Dagenham, RM10 7FN
- phone – 020 3773 4670
- email – interest@brooksixthform.com
- web – www.brooksixthform.com

London Design and Engineering UTC:

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

Mulberry UTC:

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

The Leigh UTC:

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

Waterfront UTC:

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

Will my child go on a waiting list?

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

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

Can I apply for schools outside Thurrock?

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

We will arrange for your details to be passed on so that your application can be considered. You will need to ensure that you also complete any supplementary forms required by the schools and return them to the relevant school by the closing date of **31 October 2024**.

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. We will normally only accept a Thurrock address for admissions purposes during the initial round of allocations if you are physically resident at this address by the closing date of **31 October 2024**.

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

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

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

Other children from overseas do not generally have automatic right of entry to the UK. An application for a school place 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 you wish your child to attend. When making your application, however, you must always consider how your child will get to school.

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

Full information and advice about travel and transport can be found in our Home to School Travel and Transport Policy at:

www.thurrock.gov.uk/home-to-school-or-college-travel-support/policies-and-useful-information

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

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

To be eligible for free travel arrangements, pupils must attend the nearest suitable school 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 and the eligibility criteria is met. Please refer to the home to school transport policy.

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 www.thurrock.gov.uk/datamap

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

Once you have been allocated your school place on **3 March 2025** you must apply for transport before **31 May 2025** if you think you are eligible for transport.

For further information please refer to our Children's Transport team:

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

What happens post-16?

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

Your to-do list

During **September 2024** you should:

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

During **October 2024** you should:

- attend schools' open days / open evenings – most to be held online
- complete a Thurrock admissions application – thurrock.gov.uk/admissions
- make sure you have submitted your application before the closing date of **31 October 2024**
- make sure you have submitted any necessary supplementary information forms to the relevant school(s) by **31 October 2024**

During **March 2025** you should:

- check your online account on **3 March 2025** to view your offer

During **July 2025** 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	Tuesday 1 October 2024, 6pm to 8pm. Personal tours are available by contacting Mrs L Albrow by email at admin@graysconvent.thurrock.sch.uk or by phoning 01375 376 173
Harris Academy Chafford Hundred	Mayflower Road, Chafford Hundred, Grays, RM16 6SA	01375 484 580	Academy	11-19	180	Thursday 19 September 2024, 4pm to 7pm. Further details will be available on the school's website.
Harris Academy Ockendon	Erriff Drive, South Ockendon, RM15 5AY	01708 851 661	Academy	11-19	240	Thursday 26 September 2024.
Harris Academy Riverside	London Road, Purfleet-on-Thames, RM19 1QY	01375 802 060	Free School	11-19	180	Thursday 3 October 2024.
Ormiston Park Academy	Belhus Park Lane, Aveley, South Ockendon, RM15 4RU	01708 865 180	Academy	11-19	150	Thursday 3 October 2024.
Orsett Heath Academy	Oakfield, Long Lane, Grays, RM16 2QH	01375 802 800	Academy	11-16	240	Wednesday 2 October 2024, from 5pm to 9pm. Talks by the head teacher will be at 6pm, 7pm and 8pm.
Ortu Gable Hall School	Southend Road, Corringham, SS17 8JT	01375 400 800	Academy	11-19	210	Tuesday 24 September 2024.
Ortu Hassenbrook Academy	Hassenbrook Road, Stanford-le-Hope, SS17 0NS	01375 671 566	Academy	11-16	120	Monday 23 September 2024, from 5pm to 7pm. Speeches will be at 5pm and 6:30pm

School	Address	Phone	Type	Ages	Places	Opens evenings and days
St Clere's School	Butts Lane, Stanford-le-Hope, SS17 0NW	01375 641 001	Academy	11-18	240	Wednesday 25 September 2024.
Thames Park Secondary School	Chadwell Road, Grays, RM17 5FP	01375 470 790	Academy	11-16	180	Thursday 10 October 2024, evening.
The Gateway Academy	Marshfoot Road, Grays, RM16 4LU	01375 489 000	Academy	11-16	210	Wednesday 11 September 2024, 9am to 11am – group guided tours, 6pm to 8pm – open evening for all. Tours are available every Friday at 8:45am and 9:15am from Friday 13 September until Friday 18 October 2024.
The Hathaway Academy	Hathaway Road, Grays, RM17 5LL	01375 371 361	Academy	11-16	112	Tuesday 17 September 2024, 5pm to 7pm.
William Edwards School	Stifford Clays Road, Stifford Clays, Grays, RM16 3NJ	01375 486 000	Academy	11-16	210	Thursday 12 September 2024, 5pm to 9pm. Talks by the head teacher will be at 6pm, 7pm and 8pm.

What happened last year on National Offer Day – 1 March 2024

School	Places available	First preference applications received	Catchment	Catchment sibling	Out of catchment	Out of catchment sibling	Children of staff	Distance	LAC	Special Educational Needs (SEN)	Sibling	Aptitude	Attending Gateway Primary Free School	Feeder school	Feeder school (St Clere's School)	The Gateway Learning Community	Parent is a former student	Denominational	Non-denominational
Grays Convent High School	124	104	*	*	*	*	*	*	*	<5	*	*	*	*	*	*	*	69	52
Harris Academy Chafford Hundred	210	395	145	42	*	6	6	*	<5	8	*	*	*	*	*	*	*	*	*
Harris Academy Ockendon	240	253	*	*	*	*	*	165	<5	7	66	*	*	*	*	*	*	*	*
Harris Academy Riverside	180	172	*	*	*	*	<5	114	<5	6	57	*	*	*	*	*	*	*	*
Ormiston Park Academy	180	73	*	*	*	*	*	112	*	<5	33	*	*	*	*	*	*	*	*
Orsett Heath Academy	240	135	*	*	*	*	6	74	<5	9	29	24	*	53	*	*	*	*	*
Ortu Gable Hall School	210	132	60	21	37	29	*	*	<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	Special Educational Needs (SEN)	Sibling	Aptitude	Attending Gateway Primary Free School	Feeder school	Feeder school (St Clere's School)	The Gateway Learning Community	Parent is a former student	Denominational	Non-denominational
Ortu Hassenbrook Academy	180	75	23	16	28	6	<5	*	*	6	*	*	*	<5	*	*	<5	*	*
St Clere's School	240	256	94	*	*	*	15	30	7	8	62	*	*	24	*	*	*	*	*
Thames Park Secondary School	180	218	*	*	*	*	<5	37	<5	5	32	*	*	100	*	*	*	*	*
The Gateway Academy	210	209	*	*	*	*	<5*	21	<5	<5	66	*	28	*	*	90	*	*	*
The Hathaway Academy	112	44	*	*	*	*	*	93	*	5	14	*	*	*	*	*	*	*	*
William Edwards School	210	158	*	*	*	*	<5*	54	<5	6	53	19	*	69	*	*	*	*	*

* – 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
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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 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 2023 identified that students here feel "*part of a supportive family where relationships are very strong*". 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. Girls gain outstanding results. As a result, 100% of them enter sustained education post-16, in excellent sixth forms, every year.

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.

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 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, encouraged by a wide range of vibrant extra-curricular learning activities in sports, music, drama, dance and computing.

We have great cricket, football, athletics and rugby teams. The school play is the highlight of the year and as a 'Thurrock Trailblazer' school, we are blazing forwards in the arts, also offering LAMDA qualifications. The Duke of Edinburgh's Award Scheme is perhaps the jewel in our crown, and students complete the Bronze, Silver and Gold awards. We also offer a variety of trips and exchanges in France and Spain.

We are a forward-looking school that 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 2025.

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 – for example, children with foster parents – at the time of making application to the school. A 'previously looked after child' is a child who was looked after but ceased to be so because he or she was adopted, or became subject to a child arrangements order, or a special guardianship order.
- [2] 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have

been baptised or received if it were not for their status as a looked after child – for example, a looked after child in the process of adoption by a Catholic family.

- [3] For a child to be treated as Catholic, evidence of baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the laws of the Church.
- [4] For the purposes of this admission policy, attendance at a feeder primary school includes those who were prevented from attending a feeder school due to oversubscription of Catholics and whose application to attend was unsuccessful, normally evidenced by a letter of rejection from the feeder primary school.
- [5] 'Catechumen' means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a certificate of reception into the order of catechumens.
- [6] 'Eastern Christian Church' includes Orthodox Churches and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

6.1. "Girls of other Christian denominations" means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

6.2. All members of Churches Together in England and CYTÛN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

- [7] "Girls of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at [6] above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include both:

- a religion that involves belief in more than one God
- a religion that does not involve belief in a God

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

- [8] 'Sister' includes:
- (i) all natural sisters, or half-sisters, adopted sisters, sisters, foster sisters, whether or not they are living at the same address

- (ii) the daughter of a parent's partner where that child for whom the school place is sought lives for at least part of the week in the same family unit at the same address as the applicant

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

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

Children with a statement of special educational needs

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

Admissions of twins, triplets or other pupils of multiple births

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

Fraudulent Information

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

Harris Academy Chafford Hundred

Head of Academy:	Mr Jamie Maxted
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Harris Academy Chafford Hundred is an outstanding school for 11 to 19 year-olds, where students can expect to be pushed to achieve the highest standards in their education.

We aim to deliver both excellent educational outcomes whilst also attending to the personal development of our young people. This means that children will have everything they need to be successful in the next step of their education: brilliant results but also the character to flourish in a challenging environment.

We offer all students, regardless of their starting point, the very best chance of academic success. We have high expectations, encourage them to aim high and support them with excellent teaching and academic guidance, as well as focused intervention. The academy has achieved outstanding academic results that place us amongst the best in the country.

Our curriculum model produces very successful students ready for the challenges of life after school, delivering a very rich and varied range of subjects (including Mandarin, Latin and Ancient History), school experiences and opportunities including a wide range of clubs, societies and trips, the Duke of Edinburgh Award, a Football Academy, a Netball Academy and our own Combined Cadet Force.

As part of the Harris Federation, our students also benefit from inter-academy events, Federation-wide sports days and the Harris Experience – a unique programme to prepare our most able students for life at top universities.

In addition, the value we place on students' personal wellbeing and development is evident to all. Our pastoral team work closely with students and families ensuring we look after the whole student and enabling them to truly thrive as individuals.

Academic strength goes hand-in-hand with personal development and pastoral care to create a close and caring community. During their time with us we help students develop the character traits of confidence, grit, kindness, responsibility and zest.

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

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

1. Looked after and previously looked after children.

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

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

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

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

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

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

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

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

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

3. Children living within the defined catchment area.

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

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

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

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

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

4. All other children.

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

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

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

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

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

Waiting list

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

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

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

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

Appeals

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

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

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

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

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

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

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

Harris Academy Ockendon

Principal:	Ms J Rainey
Executive Principal:	Mr G McMillan
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Harris Academy Ockendon is part of 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', and in February 2024 we were thrilled to be one of them, gaining **Outstanding** in all areas which highlighted the many strengths of our provision.

Ofsted inspectors commented that 'pupils benefit hugely from attending this remarkable school', praising the academy's 'high-quality curriculum', its 'wide range of enrichment activities' and recognising that students' achievements are 'very high'.

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

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

We strive to develop resilience in our students and the ability to be tenacious in their quest to '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, we believe knowledge is power and we make it stick.

Our curriculum is logical and sequenced, specified in detail and taught by experts. Our staff focus on how students can be challenged and supported to achieve the very best they can academically, and to help them develop the character needed to build successful futures.

Harris Academy Ockendon is a welcoming, ambitious and creative place to learn, where we have high expectations and where students feel secure and happy. 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 values of work hard, be kind, and take responsibility, continues in our sixth form. We are focused on supporting students to be ambitious and strive for the most aspirational destinations, whether that be University, an apprenticeship, or a full-time work placement.

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

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

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

Oversubscription criteria

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

1. Looked after and previously looked after children

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

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

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

In the case of children adopted from state care outside England (as defined above), evidence of having been in state care outside England and of being adopted will be required. Ideally this should be received by the application deadline in the normal admission

round. When assessing the evidence provided, the Department for Education's guidance will be followed – www.gov.uk/government/publications/school-admissions-code--2

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

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

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

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

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

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

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

3. Children of staff members employed at Harris Academy Ockendon

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

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

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

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

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

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

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

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

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

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

4. All other children

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

Tiebreaker

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

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

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

Child's home address

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

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

Where the child is not, or child's family are not, living in the area of the academy at the time the application is submitted, the application will still be accepted and processed. However, the address used will be the child's current address unless the application is supported by documentary evidence of the future new address, which will meet the definition set out above – for

example, a signed tenancy agreement, formal mortgage offer, HM Land Registry title deed or document.

Children of UK Armed Forces Personnel / Crown Servants

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

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

Twins, triplets and siblings of a higher multiple birth

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

This does not apply to admission to the sixth form.

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

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

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

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

Harris Academy Riverside

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Harris Federation:	Mrs N Graham
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Web:	www.harrisriverside.org.uk

Harris Academy Riverside opened in 2017. Designed to serve the communities of Purfleet-on-Thames 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 aim to provide an outstanding academic experience. Ofsted recently rated our students' behaviour and attitudes and the way in which the academy provides for the personal development of its students as 'outstanding'.

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 Academies, 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 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-on-Thames in August 2019.

Oversubscription criteria

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

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

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

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

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

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

2. Pupils who have siblings attending the academy at the date of application in year groups 7 to 10. For the purposes of allocating places, the following will be classified as siblings: Full siblings (brother or sister), step siblings, half siblings, and long-term foster siblings living at the same address at the time of application and admission as a child who attends Harris Academy Riverside in year groups 7 to 10.
3. The children of employees of Harris Academy Riverside where either:
 - (a) the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made
 - (b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage
4. Children living closest will be given next priority. Harris Academy Riverside has no priority admissions area (catchment area) and so further allocations after those students mentioned above will be made based on location of residence. Children living closest to the following locations (nodal points) will be given priority. Straight line measurements of distance from home to these nodal points (measured in a straight line in metres by a digital mapping system) will be used to allocate places. In the case of a tiebreaker involving flats or homes of multiple occupancy, random allocation will be used to separate the last two children for consideration. The two nodal points will attract 50% each of places available on a turn by turn basis. These nodal points are Purfleet railway station and the junction of Magnet Road and London Road.

Waiting list

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

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

Appeals

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

Ormiston Park Academy

Principal:	Ms Munira Said
Address:	Belhus Park Lane, Aveley, South Ockendon, RM15 4RU
Phone:	01708 865 180
Web:	ormistonpark.org.uk

Ormiston Park Academy is a 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 and care (EHC) plan or equivalent will be automatically admitted to the academy. If there are still places available, priority for admission will be given to those children who meet the oversubscription criteria set out below:

1. Looked after children and those who were previously looked after but immediately after being looked after was adopted or became subject to a child arrangements order or a special guardianship order. A 'looked after child' either:
 - is in the care of a local authority
 - is being provided with accommodation by a local authority in the exercise of their social services functions (see definition in Section 22(1) of the Children Act 1989)
 - appears to have been in state care outside of England and ceased to be in state care as a result of being adopted

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

2. Admission of students whose siblings currently attend the academy and who will continue to do so on the date of admission. For the purpose of allocating places, sibling means:
 - full sibling living at the same address as the applicant
 - step sibling living at the same address as the applicant
 - half sibling living at the same address as the applicant
 - adopted or long-term foster sibling living at the same address as the applicant
3. Admission of students on the basis of proximity to the Academy using straight line measurement. Distance from the academy will be measured in a straight line in metres by a digital mapping system from the academy's main gate to the front door of the home.
4. Students who live with parents, guardians or carers who are employees of the Academy, provided that the employee has been employed at the Academy for a minimum of two years at the date of application for admission or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
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
Deputy Head Teachers	Mrs J Pilley and Mr L Taylor
Director of Standards	Mr J Callender
Address:	Oakfield, Long Lane, Grays, RM16 2QH
Phone:	01375 802 800
Web:	www.orsettheathacademy.org.uk

In September 2024 Orsett Heath Academy moved into its new state of the art £37m school building after four successful years based in premises at Thurrock Rugby Club. The academy is run by the same successful trust leadership team as William Edwards School and builds on the same ethos and educational provision.

Orsett Heath Academy is a very exciting development for children and young people in Thurrock and has proved to be an exceptional school in its first 4 years of opening. Character education is important at Orsett Heath and we focus upon pupil leadership and the importance of the school community. This is underpinned by our values of effort, courage, potential and respect.

The curriculum provided is broad and balanced with a specialism in sport and PE and the school broadly boasts one of the largest alternative grass pitched in the East of England. However, the school also has a strong international approach to languages, excellent provision in the arts and an emphasis on delivering high quality core subjects.

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 provide students with the tools they need to lead successful lives and make a difference in their community.

The location of the school allows our existing community 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.

As a school with a specialism in sport, the school will exercise its right to admit up to 10% of its intake (24 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 the child 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 is **Monday 7 October 2024**. Applications after this date cannot be accepted. Testing will take place from **Monday 14 October** and **Tuesday 15 October 2024**, and you will be notified of the outcome before **31 October 2024** – the closing date for all Thurrock applications.

Oversubscription criteria

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

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

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

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

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

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

4. Children who have brothers or sisters (siblings) attending the school at the date of admission. For the purpose of allocating places, the following will be classified as siblings:
 - full siblings
 - stepsiblings living at the same address
 - half-siblings living at the same address
 - long-term fostered siblings living at the same address
5. Priority will next be given to children attending one of the following feeder schools:
 - Chadwell St Mary Primary School
 - Deneholm Primary School
 - Little Thurrock Primary School
 - Stifford Clays Primary School
 - Woodside Academy

6. Other children

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

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

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

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

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

Ortu Gable Hall School

Principal:	Mr Sam Cooper
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.

Our 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 that 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 both by students and the community alike. We are extremely proud of the very successful Ortu Sixth 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 a 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 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.

Notwithstanding the provision of points (a) to (h), the Secretary of State may direct Ortu Gable Hall School to admit a named pupil to Ortu Gable Hall upon 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

Principal:	Mrs S Feeney
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.

We are a small local school where every individual counts. Our strong pastoral systems and family atmosphere mean that 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.

As we move to the Mossbourne Federation, we are excited for the opportunities that this move will ensue for our pupils, both current and future.

Current opportunities on offer to our students include:

- a broad and balanced curriculum
- a rich programme of clubs, trips and activities including sports, drama, art, music, and science with close links to the local community
- annual musical productions and numerous opportunities to perform both in and out of the academy
- an established Student Council representing student voice at Ortu Hassenbrook Academy and a large team of mental health ambassadors offering peer to peer support
- an integrated student experience developing students' cultural capital as educated citizens of the future with local, regional and international overseas trips, the Duke of Edinburgh's Award scheme from Year 9 and a full Combined Cadet Force programme from year 8
- an extensive personal development programme, rated 'Good' by Ofsted.
- the development and enhancement of key personal life skills, such as leadership, teamwork, communication, problem-solving, work ethic, flexibility and adaptability, and interpersonal skills
- an enhanced curriculum offer at Key Stage 4, including media, business and finance, hospitality, construction, health and social care, as well as the English Baccalaureate (EBacc) subjects
- strong behaviour systems resulting in a calm, orderly environment where pupils treat other and staff with respect

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

Oversubscription criteria

Procedures for admission to Year 7 where the Academy is oversubscribed

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

- a) Children who are looked after or previously looked after, including those children who appear to have been in state care outside of England and ceased to be in state as a result of being adopted.
- b) Students who live with parents, guardians or carers, who are employees [teaching and non-teaching, full and part time] in the Ortu Federation, provided that the employee has been employed by the Federation for a minimum of one term at the date of application for admissions and/or recruited to fill a vacant post for which there is a demonstrable skills shortage. For the purpose of allocating places, students mean, a child of the staff member or children of their partners. The child has to live at least 50% of the time with the staff member.
- c) Siblings living in existing priority admission area [catchment area] of Ortu Hassenbrook Academy as agreed by the Local Authority and then by distance, using straight line measurement, with students closest to the school being given higher priority [straight line measurement being from the front door of the home address to the school reception using a digital mapping system].
- d) Students whose older siblings are currently attending Ortu Hassenbrook Academy in years 7 to 11 and will continue to do so on the date of admission.

For the purpose of allocating places, sibling means:

- full sibling living at the same address as the applicant
 - step sibling living at the same address as the applicant
 - half sibling living at the same address as the applicant
 - long-term foster sibling living at the same address as the applicant
- e) Students resident in the agreed priority admissions area [catchment area] of Ortu Hassenbrook Academy and then by distance, using straight line measurement, with students closest to the school being given higher priority [straight line measurement being from the front door of the home address to the school reception using a digital mapping system].
 - f) Siblings living outside the existing priority admissions area for the school: Students whose older siblings are currently attending Ortu Hassenbrook in years 7 to 11 and will continue to do so on the date of admission.
 - g) Students attending Primary Schools under the Ortu Federation.
 - h) Other students by distance from the school [by straight line measurement as above] with those nearer being accorded the higher priority.
 - i) If the final place is allocated to a family with twins or multiple births, a place will be offered to both.
 - j) If there is a tie for the final place, a draw will be conducted by a person independent of the academy.

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

St Clere's School

Head of School (Interim): Mr J Purkiss

Address: Butts Lane, Stanford-le-Hope, SS17 0NW

Phone: 01375 641 001

Web: www.st-cleres.thurrock.sch.uk

St Clere's School is an oversubscribed and popular secondary school within the Osborne Co-operative academy Trust. Our shared vision is for a global community of values-driven individuals who, together, flourish.

We strive to provide our students with a global perspective and empower them to see their place as active citizens in a democratic society. We do this by providing an engaging curriculum, within an inspirational environment where high standards, opportunities and expectations ensure all our students are successful.

We are a school with a history of strong student outcomes. Whilst we are extremely proud of our academic excellence, we also have a desire to develop our students into confident individuals and responsible citizens. All students are encouraged to contribute to the wider life of the school by becoming involved in enrichment activities, taking leadership roles, and supporting charity events and fundraising initiatives.

The sports provision is integral to our enrichment offer, providing access to first class facilities, training and entry to local and national competitions and our ethos is underpinned by the co-operative values. These are values that develop character, preparing young people to pursue their own personal excellence and lead productive, responsible lives as contributing members of the global community. This year, the school has achieved special recognition awards for safeguarding and for cultural diversity values.

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

Additional facilities include a 3-storey building with new Science labs, laboratories and classrooms; a new catering and dining space and a 4-court sports hall add to our list of excellent student amenities and further enhance the already extensive sporting facilities at the school. Our Drama Studio provides outstanding facilities to further enrich student experience with interactive Creative Arts projects taking place all year round. The school has a modern, 21st century approach to ICT and has up to date Wi-Fi and technology to support learning.

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

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

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

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

Oversubscription criteria

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

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

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

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

Children gaining admission on the basis of distance from the school will be given priority using a straight line measurement from the home address to the main entrance of the school. Priority for admission will be given to children who live nearest to the school as measured using Ordnance Survey data to plot an address in this system. Distances are measured from the child's front door of the home to the main entrance of the school.

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

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

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

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

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

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

Thames Park Secondary School

Head Teacher:	Mrs S Dyer
Address:	Chadwell Road, Grays, RM17 5FP
Phone:	01375 470 790
Web:	www.thamespark.org.uk

Thames Park Secondary School is the newest school within the highly successful Osborne Co-operative Academy Trust. Our state-of-the-art facilities and cutting-edge digital resources are utilised throughout the curriculum to provide a unique pupil experience in the modern world.

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

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

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

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

Our focus on digital education enables us to provide a rich and engaging educational experience that will equip our students with relevant skills and knowledge. We take part in various Osborne Co-operative Academy Trust initiatives that provide enrichment and challenge for pupils. This is designed to ensure all pupils are working towards their full potential through a varied set of activities. There is a competitive house system which enables pupils to develop individual and team-based skills.

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

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

Oversubscription criteria

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

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is:
 - (a) in the care of a local authority, or
 - (b) being provided with accommodation by a local authority in the exercise of their social services function (see the definition in Section 22 (1) of the Children Act, 1989)
2. Priority will next be given to the children of staff in the following circumstances:
 - (i) where the member of staff has been employed at a school in the Osborne Trust for two or more years at the time at which the application for admission to the school is made; and/or
 - (ii) the member of staff is recruited to fill a vacant classroom-based post for which there is a demonstrable skill shortage
3. Priority will next be given to children whose siblings* currently attend the school and will continue to do so on the date of admission.
4. Admission of pupils who attend any named feeder junior or primary school (Little Thurrock Primary School, Thameside Primary School, Warren Primary School and Woodside Academy.)
5. Other children by distance from the school. Distances are calculated by the Local Authority as described in the Secondary Education in Thurrock booklet 2025/26.

* For the purpose of allocating places, sibling means:

- (i) full sibling living at the same address as the applicant
- (ii) step sibling living at the same address as the applicant
- (iii) half sibling living at the same address as the applicant
- (iv) long-term foster sibling living at the same address as the applicant

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

Notwithstanding the provisions of points a-e above, the Secretary of State may direct Osborne Co-operative Academy Trust to admit a named pupil to Thames Park Secondary School on application from the Local Authority.

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 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.

The Gateway Academy

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

At The Gateway Academy, amazing staff, students, governors, parents, carers and the community work relentlessly together to ensure our students are well-rounded individuals who excel in every aspect of their lives. Our highest priority is to provide an outstanding learning environment for all of our students that is underpinned by our values of **responsibility, resilience, compassion** and **aspiration**.

We have been congratulated by Ofsted for our **outstanding curriculum** that is specifically designed to support all of our students to reach their full potential in every aspect of their lives. From Computer Science and Engineering to Performing Arts and Physical Education, students can develop according to their talents, interests and ambitions.

The Gateway family is **unique and has enormous heart!** We are incredibly proud of our strong family ethos and we urge people to come and experience the incredible atmosphere for themselves. Our well-structured, disciplined working environment is calm and purposeful ensuring that all students have every opportunity to learn and succeed in all aspects of academy life.

Teacher retention is above 85% at our Academy – we invest in our staff and use the most up-to-date, evidence-based methods for teaching. Our teachers are **extremely committed, passionate professionals who know and love their subjects**. Our teacher training programme is regarded as one of the very best in Thurrock.

"Teachers know their pupils well and have a secure understanding of their needs. This combined by mutual respect, is ensuring that pupils make good progress from their starting points." – Ofsted 2019

The **Grammar Band** provision is for our higher attaining students in each year group. We expect our Grammar Band students to reach the highest levels of academic success. The 300+ GCSE grades 7-9s our Grammar Band students have achieved in the last two years, and their continuation to flourish beyond our Academy doors, are testament to this.

Students make exceptional progress at The Gateway Academy and are driven to succeed by our very well-established teaching staff.

"The teachers are extremely helpful and friendly. I feel truly privileged to be a part of this Academy." – Student Leadership Team

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

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

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

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

5. Admission of children who live with parents, carers or guardians where the member of staff has been employed at The Gateway Academy for two or more years at the time at which the application for admission to The Gateway Academy is made, or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
6. Admission of students on the basis of proximity to the academy using straight line measurement. Students living nearer to the academy being given higher priority. Distance from the Academy will be measured in a straight line in metres by a digital mapping system from the Academy's main gate to the front door of the home.

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

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

The Hathaway Academy

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

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

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

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

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

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

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

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

Oversubscription criteria

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

1. Looked after children and all previously looked after children (children who were looked after but ceased to be so because they were adopted or became subject to a child

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

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

Application of oversubscription criteria

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

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

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

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

Appeals

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

William Edwards School

Executive Head Teacher: Mr S Bell
Deputy Head Teachers: Mr M Ovenden and Ms A Wood
Director of Standards: Mr J Callender
Address: Stifford Clays Road, Stifford Clays, Grays, RM16 3NJ
Phone: 01375 486 000
Web: www.williamedwards.org.uk

William Edwards is a large, successful, harmonious and thriving mixed 11 to 16 comprehensive school. Pupil outcomes across the school are historically strong and we are proud of our broad curriculum. However, life at William Edwards is about so much more than just GCSE outcomes. We are proud of our national reputation for sport, the arts are extremely strong and we are proud to boast one of the largest Duke of Edinburgh's Award cohort in the East of England. We are one of only a small number of secondary schools nationally to hold the Artsmark Platinum Award for our work in the arts.

As part of our broad curriculum offer, arts and cultural education thrive at the school. In Year 7 the 'Creative Curriculum' offer to pupils is a crucial part of pupil transition to Secondary school as well as an opportunity to broaden horizons and for pupils to try things that they may not previously have tried. Music, Dance, Drama, Art and Photography are all extremely popular at Key Stage 4 and produce excellent examination grades for pupils.

Academically, the school's broad and balanced curriculum and high-quality teaching has resulted in consistently strong GCSE results in a wide range of subjects. Our dedicated, fully qualified and committed staff work together with students and parents to create outstanding opportunities for academic and personal progress, both in the classroom and in a wide range of out-of-school learning experiences.

As a school we are clear that pastoral care and high-quality support for pupils underpins our work and together with you and your children, we will be reaching further and higher each year, to ensure that your children's school experience provides them with the very best start to their future lives, whatever that may hold. We are fully committed to preparing our young people to be thoughtful, capable, responsible citizens of the future. We provide a genuine 'all-round education' and I firmly believe this to be a special place for children to learn, develop and flourish.

We have invested over £3 million into supporting teaching and learning. New learning spaces, an 8-court Badminton Hall, redesigned classrooms and technological enhancements have ensured that innovation remains central to the school's ethos. The learning experience for students is enjoyable, stimulating and suitably challenging.

The school retains its specialism in sport and will exercise its right to admit up to 10% of its intake (21 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 the child 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 **Tuesday 1 October 2024**. Applications after this date cannot be accepted.

Testing will take place on **Monday 7 October** and **Tuesday 8 October 2024**. Further dates may be added if applications exceed expectations. You will be notified of the outcome before **31 October 2024** – the closing date for all Thurrock applications.

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, including those who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.
- (b) Next, 10% of the PAN will be allocated to children who have demonstrated an aptitude in our specialist subject area which is sports.
- (c) Children who live with parents, guardians or carers who are employees of the SWECET (South West Essex Community Education Trust), provided the employee has been employed by the Trust for a minimum of 2 years at the date of application for admission or are recruited to fill a vacant post for which there is a demonstrable skills shortage.
- (d) Children who have brothers or sisters (siblings) attending the school at the date of admission. Siblings – for the purpose of allocating places, the following will be classified as siblings:
 - full siblings
 - stepsiblings living at the same address
 - half-siblings living at the same address
 - long-term fostered siblings living at the same address
- (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 that 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) Other children.

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' or 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, a relative's address, a carer's address or a child minder's address. You may not use a temporarily rented address to secure a school place for your child.

The address will normally be the parents' address. If the parents do not live together, it should be the 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:

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

Home to School Transport team:

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

Special Educational Needs team:

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

Office hours:

- Monday to Friday, 9am to 5pm

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

Neighbouring local authority contact details

Local authority	Address	Phone	Email	Web
Barking and Dagenham (301)	School Admissions, Town Hall, 1 Clockhouse Avenue, Barking, IG11 7LU	020 8215 3004	admissions@lbbd.gov.uk	www.lbbd.gov.uk
Essex (881)	School Admissions, Essex County Council, County Hall, Market Road, Chelmsford, CM1 1QH	0345 603 2200	admissions@essex.gov.uk	www.essex.gov.uk
Havering (311)	School Admissions, Town Hall, Main Road, Romford, RM1 3BD	01708 434 600	schooladmissions@haverling.gov.uk	www.haverling.gov.uk
Kent (886)	School Admissions, 4th Floor, Invicta House, Maidstone, Kent, ME14 1XX	0300 041 2121	kent.admissions@kent.gov.uk	www.kent.gov.uk
Southend-on-Sea (882)	School Admissions, Civic Centre, Victoria Avenue, Southend-on-Sea, SS2 6ER	01702 212 934	admissions@southend.gov.uk	www.southend.gov.uk