



Gordon Primary School

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Fortnightly message

This newsletter celebrates lots of festive activities from the end of the autumn term and our first week of the spring term.

It has been a real pleasure to welcome back so many familiar faces at the start of another new year – 2026. The children have thoroughly enjoyed participating in a range of stunning start activities this week, which have helped to spark their curiosity and enthusiasm for their new learning journeys.

Please keep an eye on your emails as we will soon be sending out further information regarding spring term club availability.

We would like to take this opportunity to wish everyone a very Happy and Healthy New Year. As we welcome 2026, we thank you for your continued support and partnership with the school, in order to ensure that your children access a range of opportunities and celebrate shared successes. The staff body of Gordon look forward to continuing to work with you and your children, for the remainder of the academic year.

Rights of the Fortnight

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Diary Dates

Thursday 15th January 2026

Closing date for Primary School admission applications – Nursery pupils born between 1st September 2021 and 31st August 2022

Week commencing 12th January 2026

Year 6 booster classes, start

Week commencing 19th January 2026

Spring Term clubs, start

Nursery's Festive Celebrations

Thought for the fortnight: *There are far better things ahead than we leave behind.* C.S. Lewis

Before the holidays on Wednesday 10th December 2025, the school community celebrated Christmas Jumper Day in support of *Save the Children*. The day was filled with festive cheer as everyone proudly showed off their colourful jumpers and joined in a variety of Christmas themed activities.

For the Nursery children, a highlight of the celebration was gathering together to decorate the Christmas tree, adding the final sparkle to a joyful day.

“Look my jumper.” – **Mokshith**

“It is Christmas.” – **Zahra**

“I don’t celebrate Christmas because I’m a Muslim.” - **Alayna**

“My mummy buy for me.” – **Zamil**

“Look me, I have.” - **Samar**



Related Right:

As part of Article 29, the children are learning about their own culture and that of others, when learning about the Christmas celebrations.



Reindeer Run 2026

Congratulations to this fortnight's commendation winners.
Commendations are awarded to pupils who demonstrate the 5Cs consistently.

On Tuesday 16th December 2025, the children in EYFS proudly participated in a festive Reindeer Run, to raise vital funds for the *King George & Queen's Hospitals Charity*. The children and staff were full of excitement as they arrived in the playground, ready to take part in this special event. Wearing the antlers that they had made for the occasion, everyone enjoyed singing Christmas songs together and running happily around the playground. There were lots of smiles, laughter and festive cheer throughout the run.

Rightly so, the children were especially proud to know that they had been sponsored and that their efforts were helping to support such an important cause. Taking part in the Reindeer Run helped the children learn about kindness, helping others and working together as a team.

"I'm a reindeer." – **Sarim**

"Miss, I'm fast." – **Srinika**

"My mummy and daddy are happy." – **Eisa**



Related Right:

While raising money for charity, the children developed their awareness and respect of the human rights of others.



Education should develop children's respect for other people's human rights.

Thought for the fortnight: *There are far better things ahead than we leave behind.* C.S. Lewis

Poetry Performances

This year, the children in class 3R are participating in an oracy project, with a performance artist from Eastside.



During their most recent workshop day, the children created and performed their own poems, linked to their identities. At the end of the session, each of the children stood up on the stage and performed their creations to their classmates.

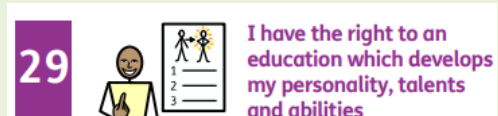
For many of them, it was the first time that they had performed in front of an audience. Though this was nerve wracking for some of the children, they persevered and developed a sense of pride in themselves, after performing their creations.

“After I read my poem out, I felt a bit brave. I enjoyed it.” **Asma**



Related Right:

Article 29 supports the children to develop their public speaking talent and confidence or ability to do so.



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Marvellous Macbeth

Towards the end of the Autumn term, the Year 6 children were lucky enough to watch the *Young Shakespeare Company* in a performance of Shakespeare's famous play, *Macbeth*. While doing so, they were transported to the eerie heaths of Scotland and a world of battles and murder.

The children and staff were amazed by the excellent show and were glad to cheer on the hero of the story in the final battle between Macbeth and Macduff and were equally creeped out by the scary witches who haunted Macbeth. This served as a great way for the children to develop their understanding of Shakespearean language, with many of them also experiencing the joy of theatre, for the first time.

Well done to all of the Year 6 children for joining in with the performance and being a great audience!

"It was really engaging and my favourite part was the final scene where Macbeth and Macduff were fighting each other." – Adeena



Related Right:

The children gained information from an alternative source, as part of Article 17. Alongside this, the experience sparked an interest in some of the children to further pursue performing arts opportunities – Article 29.

17



**I have the right to
get information in lots of
ways, as long as it's safe**

Thought for the fortnight: *There are far better things ahead than we leave behind.* C.S. Lewis

Rocksteady Concert

On Thursday the 18th of December, Gordon celebrated the end of the term with an outstanding *Rocksteady* concert. Each of the children from the bands, performed twice and were absolutely amazing on both occasions. It was fantastic to see how much the children have progressed, both as individual instrument players and collectively as members of a band

Members of the audience were so impressed by the standard of the musicians, stating that it felt like they had attended a genuine rock concert.

Keep an eye out for their performances on the multimedia page of our website, soon.

If you would like to join *Rocksteady* then sign up on their website or speak to Mr McKeivitt if you need more information.

"I couldn't be prouder of all of them. They are a joy to work with and I can't wait to see how far they can go with their music." – **Gareth (Rocksteady instructor)**



Related Right:

Our Rocksteady band members accessed Article 29, with access to an education which develops their musical talents and abilities.

29



I have the right to an education which develops my personality, talents and abilities



Education should develop children's respect for other people's human rights.



Education should develop children's respect for the environment.



Children should learn about their own culture and other cultures.

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Trapped Animals!

The children in Nursery were delighted to be back at school, although they were surprised by how cold it was!

Earlier this week, they arrived to discover that some sea animals had been frozen in a tray of ice. They talked about different ways they could be rescued, deciding that melting the ice was the best option. Without hot water and their hands getting very cold from rubbing the ice, they had to think creatively. They tried blowing on the ice with their warm breaths but despite their best efforts, they weren't able to save the animals!

"Look it's stuck in the ice!" – **Safi**

"When it's sunny it will melt." – **Zoya**

"We can use hot water." – **Sarim**

"It's because it's winter." – **Yusuf**

"It's icy." – **Jessica**

"The water turned into ice." – **Alayna**

"It's because it's been snowing." – **Maryam**



Related Rights:

Article 13 (freedom of expression) - All of the children were given an opportunity to freely express their thoughts and opinions.

Article 29 (goals of education) – This learning experience enabled the children to explore and develop their respect for the environment.

29



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Happy New Year!

The reception children returned to school excited about entering into 2026. As part of their celebrations for the new year, RBH reflected about activities they have never done and places they have never seen, while also making a wish to do or see something new in 2026.

In RP, the children made traditional new year's resolutions thinking carefully and talking about what it is they would like to change and do differently this year.

Additionally, all of the Reception children learnt about the different ways in which people around the world celebrate a new year. Then they chose to make some hats to wear, pose and model and have a jiggle.

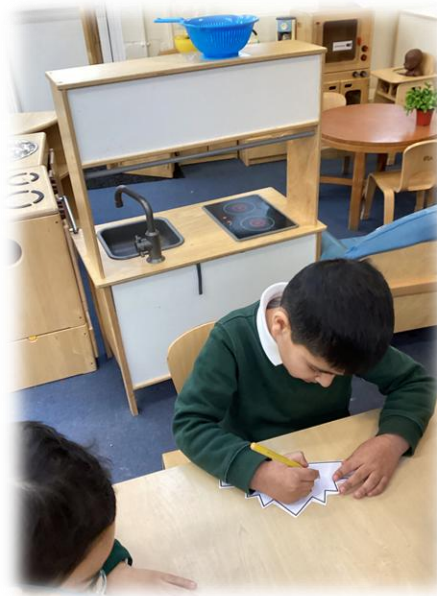
We wish everybody the best for 2026!

'I want to go ice skating.' – **Yinou (RBH)**

'I want to ring a big bell.' – **Harris (RBH)**

'To learn how to play a massive brown guitar.' – **Alayna (RP)**

'I want to tidy up my toys.' - **Zayaan**



Related Right:

While learning about new Year and different ways that it is celebrated, the children developed their knowledge of both their culture and that of others.

29

	I have the right to an education which develops my personality, talents and abilities
	Education should develop children's respect for other people's human rights.
	Education should develop children's respect for the environment.
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Would You Like to Do Nothing?

The children in Year 1 entered the classroom to find the boards switched off, the lights off and the computers off, with staff explaining that they were having a “boring day” and would not be doing anything. This was the stunning start that introduced their book *On a Magical Do-Nothing Day* by Beatrice Alemagna.

The children reacted with confusion and frustration, questioning what was happening and saying they felt bored and annoyed that they were not learning. They then discussed how they could make the day fun with the children suggesting playing games. Everyone played games together and finished the session with a drawing contest, which they all enjoyed.

“Why are we not learning?” **Ayra**

“Why is it no one teaching?” **Sebastian**

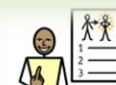
“Lights are off” **Abubakar**



Related Right:

Though it may sound simple, this experience sparked many young minds to create their own entertainment and carefully consider how they could ensure that they accessed their right to play and rest.

29



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Thought for the fortnight: *There are far better things ahead than we leave behind.* C.S. Lewis

Winter Wonders in Year Two

To launch their new class text *Winter's Child*, Year 2 enjoyed a truly stunning start day themed around winter.

The children explored the season through a range of fun, hands on activities. They created beautifully unique paper snowflakes, experimented with salt painting to design frosty patterns, and took part in exciting science investigations by racing ice boats. Using sails and straws, they blew “wind” to see whose boat would travel the fastest, combining creativity, curiosity and teamwork throughout the day.



Related Right:

Creative learning experiences such as this, enabled the children to develop their talents and abilities, while being engaged and motivated to learn.

29




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Skating Into Adventure

For their second stunning start day, Year 2 embraced a thrilling adventure with a visit to the Canary Wharf Ice Skating Rink. The children took to the ice with enthusiasm and confidence, showing great resilience and determination.

Although there were a few tumbles, smiles quickly returned as they persevered and hopped back up, often with the help of the friendly penguin skating aids. Year 2 would like to say a huge thank you to their wonderful and brave parent helpers who supported and joined in with the fun. They truly could not have done it without them. The Year 2 teachers were incredibly proud of all the children for trying their best, persevering and, most importantly, having lots of fun.

"Ice skating with the penguin was lots of fun." – **Lydia**

"I had lots of fun ice skating with my dad." – **Faryal**

"The red double blade skates were great because they helped me skate easily." – **Osman**



Related Right:

Article 29 was accessed by all of the children, developing their ice-skating ability and talent. It also served as a fantastic way for the children to empathise with the main character of their new text.

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Wellgate Farm – Rabbit Visit

Year 3 had a truly fantastic visit to school as part of their stunning start to their new English text which features a rabbit as the main character, when Wellgate Farm brought in some very special guests - real-life rabbits! All of the children were given the opportunity to hold and gently stroke Shadow, Maple or Flip – the three rabbits - an experience many of them had never had before. There were smiles all around, as the children enjoyed plenty of cuddles with the adorable bunnies, making the visit both exciting and memorable. It was a wonderful hands-on experience that sparked curiosity, joy and lots of enthusiasm for their new learning.

Some feedback from the farmers who came to visit from Wellgate Farm:

"It was so lovely to meet you and the children today. It was a beautiful circle of kindness, care and love from the kids to the rabbits. Please tell the children how amazing they were and the rabbits were very happy with them."

"Shadow was staring at me and I was a bit nervous but she loved sitting on my lap!" **Sukriti 3A**

"I loved stroking Maple. I was quite scared feeding her a carrot but it was so great!" **Loyal 3A**

"At first, I was nervous and scared of the rabbits but then Maple sat on my lap and never wanted to get off! I loved it!" **Issachar 3A**

"Shadow kissed my hand and when she went to sleep her face was so cute!" **Amina 3A**

"I've never touched a rabbit before but now I know how cute and fluffy they are!" **Gurneer 3A**

"When I started to touch the rabbit, it was so cute and comfortable on my lap. I was scared at first but now I am not afraid anymore." **Moiz, 3R**



"I liked it when Shadow started shaking his foot on me, it was funny." **Hisham, 3R**

"All of the rabbits were so soft and I loved hugging them." **Lucas, 3R**

"I liked it when Shadow was laying down because he looked like he was on the beach." **Erika, 3R**

"When I touched the rabbits, it felt really soft like a teddy bear." **Ashfiya, 3R**



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Year Four's Spring Stunning Start

As part of their *Stunning Start in Year 4*, to introduce the culture explored in *The Boy at the Back of the Class*, the children took part in a shared food-tasting experience inspired by Syrian culture. They tasted hummus with pitta bread and pomegranate, learning that sharing food is an important way families and communities connect. The children discussed the flavours and textures, shared their opinions, and listened thoughtfully to one another. This enjoyable experience helped create a sense of togetherness in the classroom and supported the children's understanding of Ahmet's background, helping them to engage more deeply with the themes of empathy, belonging, and friendship in the story.

The children took part in a reflective activity exploring what the word "home" means to them. They shared words and ideas linked to comfort, safety, love, and belonging, drawing on their own experiences and memories. Some children chose to include words from other languages, celebrating the diversity within the classroom. They filled their house templates with meaningful words, showing thoughtful engagement and a growing understanding that home is more than just a place, but a feeling connected to people and identity.

The children explored the meaning behind their names and learned that names can tell us about family history, heritage, and identity. They researched their own names using tablets where needed and created artwork to represent their name meanings. Many children also included elements that reflected their personalities, hobbies, and interests. This activity encouraged self-reflection, creativity, and a celebration of individuality within the class.



Related Right:

This activity had a particular focus on the children developing their knowledge and understanding of both their own and the culture of others, as part of Article 29.

29



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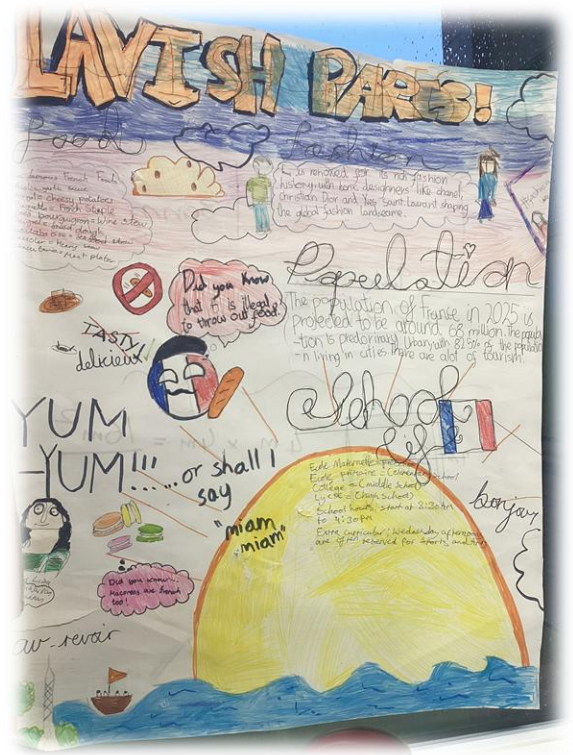
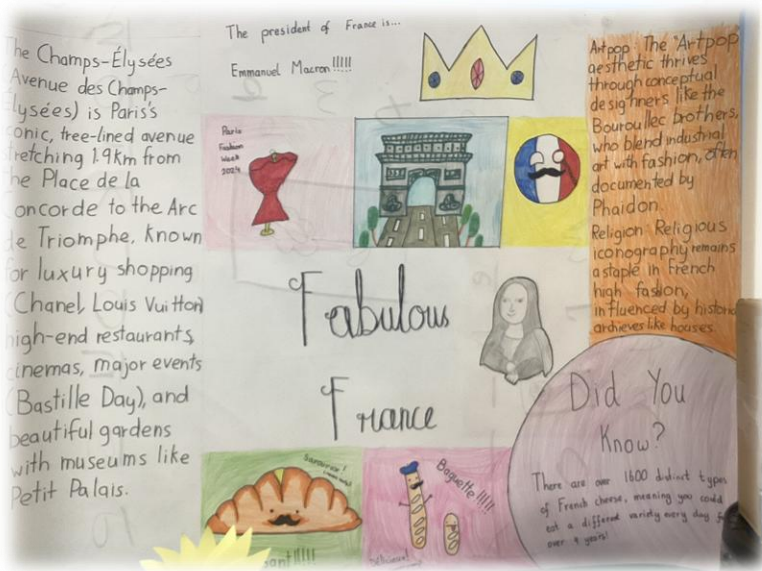
Rooftoppers Stunning Start

The children in Year 5 made a magnifiquie start with their learning about Paris, the city where the book *Rooftoppers* is set. Working in small groups, they explored different aspects of the city, including famous landmarks, traditional food, and Parisian culture.

Each group took on a focus area and collaborated to research, share ideas, and present what they discovered. The children were excited to learn about well-known landmarks such as the Eiffel Tower and the Louvre, and they enjoyed finding out about popular French foods like macarons and croissants. There were lots of thoughtful discussions, creative ideas, and impressive use of vocabulary, as well as some French words thrown in as they worked together.

This strong start has set a positive tone for the rest of the term and the children are keen to explore the book, life in Paris and our Parisian food tasting experience which will place next week.

'Miss did you know, Yum Yum is, Miam Miam in French?' **Hanna 5PW**



Related Right:

Extending their knowledge and understanding of Parisian culture and traditions, supported the children to extend their knowledge of Article 29.

29



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Stunning Start to Skellig

As part of their Stunning Start in Year 6, the children explored the symbolism of the wings in their new text *Skellig*. Through discussion and reflection, they discovered how the wings could represent ideas such as freedom, transformation, and hope, as well as the journey from childhood to maturity.

The children thoughtfully created their own interpretation of wings using sculpture and origami, using this to turn their class book corner into a beautiful, inviting and reflective space.

“It’s been a fun start to the term. We read the first chapter of *Skellig* and made wings.” – Yusuf and Matai

“I think the art work that we did was a really great opportunity for all of us because we had the chance to have fun, embrace our teamwork skills and to take part. First, we were all quite confused, but later on we worked together and produced amazing artwork.” – **Ibraheem**

“I really enjoyed working together and the fact that the wings are made out of coat hangers. We made it galaxy themed, which was really fun.” – **Parmeet**

“This was a very fun experience. At first, we thought it was a challenge, but we persevered and were very proud of it in the end.” – **Ruqayya**

“Today was fun because we got to choose our own design, especially since we have limited material to work with.” – **Alexandra & Guilia**

“So at the start of this project, my group put glue on Sellotape but then we did papermache , added black paint on the paper with cotton for the outline and glitter on the black paint as well as the golden feathers.” - **Hamza**



Thought for the fortnight: *There are far better things ahead than we leave behind.* C.S. Lewis

Commendations

We are very pleased to be able to celebrate the children who have been awarded commendations, this week. No commendations were awarded during the week commencing the 15th of December, as we celebrated the *Child of the Term* from each class. Many congratulations to all the children who have been awarded commendations for demonstrating the 5Cs.

		Week commencing 05.01.26	
YEAR	Class	Teacher Commendation	Peer Commendation
Early Years Foundation Stage	N AM	Yusuf	Safi
	N PM	Jessica	Hussain
	RBH	Suthiksh	Yinou
	RP	Fatima	Ayla
One	1A	Musa	Zulaikah
	1O	Rut	Milan
Two	2AS	Mubarek	Mirdhula
	2R	Lidya	Aminah
Three	3A	Amina	Kyalsin
	3R	Moiz	Harjot
Four	4N	Kaiyum	Amira
	4P	Marcu	Prabh
Five	5PW	Zahra	Maaz
	5R	Amelia	Arifa
Six	6JL	Alisha	Sameha
	6K	Haya	Adeena

Congratulations to this fortnight's commendation winners.
Commendations are awarded to pupils who demonstrate the 5Cs consistently.

Child of the Term

Congratulations to all our *Child of the Term* winners who have demonstrated the 5Cs in all aspects of school life, throughout the Autumn term.

YEAR	Class	Child of the Term
Early Years Foundation Stage	N AM	Alayna Khan
	N PM	Maryam Mazid
	RBH	Aiman Fatima
	RP	Alayna Hussain
One	1A	Samiul Hussain
	1O	Fatima Ahmad
Two	2AS	Sulaimaan Patel
	2R	Lidya Mehertab
Three	3A	Kyalsin Maung
	3R	Yaqub Hussain
Four	4N	Bhavya Dudhwal
	4P	Srinika Jaidi
Five	5PW	Noore, Sultana Chowdhury
	5R	Arifa Siddique
Six	6JL	Aras Celik
	6K	Alex Saranaut

Scientist of the Term

Thought for the fortnight: *There are far better things ahead than we leave behind.* C.S. Lewis

We would like to congratulate all our *Scientist of the Term* winners who have demonstrated particular skill in a specific area of science, during the Autumn term.

YEAR	Class	Child of the Term
One	1A	Iliyana Hussain
	1O	Wali Qasim
Two	2AS	Sarah Jashim
	2R	Fatima Amjad
Three	3A	Uzayr Kasim
	3R	Hisham Al-Hadi
Four	4N	Tabassum Fiha
	4P	Saylor Ikram
Five	5PW	Nuwairan Hannan
	5R	Gurkirat Singh
Six	6JL	Harshita Subramanian
	6K	Haya Khan

Attendance Awards

Congratulations to this fortnight's commendation winners.
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Many congratulations to the classes with the best attendance. The attendance winners are announced in assembly every Monday.

Week commencing 08.12.25	
Phase	Winners
EYFS	RP
KS1 (Years 1-2)	2R
KS2 (Years 3-6)	6K

We are pleased to announce that class 3A won our attendance competition for the Autumn term and will be awarded a free trip to the cinema, as their prize.

Modern Foreign Languages (Spanish) Awards

Many congratulations to all the children who have been given a Spanish commendation. These children have been nominated by Señora Fitzpatrick, for demonstrating excellent attitudes to learning in their Spanish classes.

Class	Week commencing 15.12.25	Week commencing 05.01.26
Nursery	Dilina	Subhana
Reception	Rudransh	Arham
Year 1	Sanjida	Teodor
Year 2	Avneet	Fatima
Year 3	Hashim	Chris
Year 4	Bhavya	Mohammed Ali
Year 5	Fawaz	Abdulrahman
Year 6	Zlata	Humza

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Music Awards

Many congratulations to all the children who have been awarded the Music commendations over the last two weeks. These children have been nominated by Mr McKevitt, for demonstrating excellent attitudes to learning in their Music classes.

Class	Week commencing 15.12.25	Week commencing 05.01.26
Nursery	Avneet	Zoraiz
Reception	Huda	Zaynab
Year 1	Safa	Wali
Year 2	Sulaimaan	Bhavreet
Year 3	Shreehan	Rayyan
Year 4	Bilal	Aryan
Year 5	Taybah	Jagnoor
Year 6	Ameenah	Aisha

Reading Awards

Week commencing 15.12.25			Week commencing 05.01.26		
Name	Class	Award	Name	Class	Award
Safa	3R	Silver	Mirdhula	2AS	Silver
Harjot	3R	Bronze	Safiyya	2AS	Emerald
			Shreehan	3A	Gold
			Sukriti	3A	Gold
			Kyalsin	3A	Gold
			Aleena	3A	Emerald
			Mahnoor	3A	Emerald
			Gurneer	3A	Emerald
			Amina	3A	Silver

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Parent Notices

A polite reminder that if your children is born between 1st September 2021 and 31st August 2022, will need to submit an application for your child to join Reception, next September. This includes if your child already attends our Nursery.

Please follow the steps below, to support you to complete your application.

The application process closes on the **15th January 2026**.

To apply for your child's place, please use the following link: <https://www.redbridge.gov.uk/schools/apply-to-start-primary-school/>

Key Dates

- Your child's birthday should fall between **1st September 2021 and 31st August 2022**
- The application process opened on **1st September 2025**
- The deadline for online applications is 23:59 on **15th January 2026**
- An offer email will be sent to the email address used to complete your application during the evening of the **16th April 2026**.
- Log into your eAdmissions account by **30th April 2026** to tell us if you accept the offer from us or not.

London Borough of Redbridge

Home > Schools > School admissions > Apply to start primary school

Apply to start primary school

Starting primary or juniors school

To get a place at a school in Redbridge you need to apply, even if your child is in a nursery or infant class linked to that school.

Apply for a place to start primary school if your child was born between 1 September 2021 and 31 August 2022.

If your child has already started school you can [apply to change schools](#).

If you're moving to Redbridge before your child starts school you need to

See [school places for children with special needs \(SEND\)](#)

Apply for a school place

Sign in or create an account to apply for a school place (eAdmissions)

The website form guides you through information you need to enter.

What you need

To apply for school places, you need:

- your address in Redbridge. You'll be asked for proof of this
- up to six schools in or outside of Redbridge you want to apply to

Scroll down and click on the pink bar.

You will need a list of **up to 6** schools that you want to apply for.

- Use this function to find local schools in Redbridge.

Welcome to eAdmissions

First time visitors
Create a new account.

[Register](#)

Existing Account
Sign into an existing account.

Please note: Accounts on the eAdmissions website may be archived / deleted if not used in the last 3 years. Sign in to see if your account is still available.

[Sign in](#)

Find schools
In your area.

[Find](#)

Important information

From the 1st September 2025 you can apply here for a school place for September 2026.

You can apply for a place in:

- A Primary school (Reception)

Thought for the fortnight: *There are far better things ahead than we leave behind.* C.S. Lewis

Uncheck the boxes for 'Junior, Secondary and All-through' to find schools that you could apply to, for your child.

Find schools
Please select a local authority from the drop-down list or search to find schools in your area.
To make an application, please sign into your account and press the Start Application button.

Select a Local Authority
[Dropdown menu]
or enter your postcode
Postcode [Text field] Search [Button]

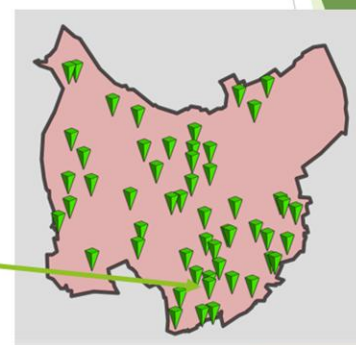
Admission Phases

☒ Reception	☒ Junior
☒ Secondary	☒ All-through

Annotations: A green arrow points from the text 'Uncheck the boxes for Junior, Secondary and All-through' to the 'Junior' checkbox. Another green arrow points from the text 'Uncheck the boxes for Junior, Secondary and All-through' to the 'Secondary' checkbox. A third green arrow points from the text 'Uncheck the boxes for Junior, Secondary and All-through' to the 'All-through' checkbox.

Hover over the green pins to find the name of the schools.

- We are located in this part of the borough.



Select the correct option and register or sign in.

- You may need to reset your password if you have an existing account but have forgotten your password.

Welcome to eAdmissions

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Important information

From the 1st September 2025 you can apply here for a school place for September 2026.
You can apply for a place in:
- A Primary school (Reception)

- Add your preferences in the order you prefer them.
- You can select up to six schools.
- Make sure you include the details of any brothers or sisters who will be attending one of the schools or linked schools you have applied for. If you do not tell us you may lose out on a place allocated under the sibling criterion.
- Please be aware that not all schools have a medical or social criterion, please check before selecting your schools.
- If the schools you have selected allow medical or social criteria and you would like your child to be considered under this criterion you must tick the relevant box and attach supporting evidence. You can attach documents once you have submitted your application. If you do not provide the evidence to support your application, your request cannot be considered under that criterion.

Congratulations to this fortnight's commendation winners.
Commendations are awarded to pupils who demonstrate the 5Cs consistently.