



Clapton Girls'
Academy
Est. 1906

Welcome





The school was founded in 1906 and has been on the current site since 1916





Priorities

Values



1. Challenge
for all



2. Wellbeing
for all



3. Teamwork
for all





*Totally
outstanding*

Ofsted judgement: **Outstanding in All Areas**

**We are incredibly
proud and delighted
with the outcome of
our latest Ofsted
inspection in May 2024**

***Pupils achieve highly in their
GCSE examinations and
across all qualifications in the
sixth form.***

***Over many years, the school
has designed and
implemented a highly
ambitious curriculum which is
delivered expertly.***

***Pupils participate fully in a
varied and high-quality
selection of clubs and
educational visits.***

***Pupils have a thirst for
learning new knowledge and
ideas.***

***All pupils meet leaders'
exceptionally high academic
expectations. They strive to
learn all that they should.***

***Leaders at all levels make
intelligent decisions to ensure
that excellence is maintained
across all areas of the school.***

***Leaders have set out very
clear behaviour expectations.***

***The school supports pupils
with SEND very effectively.***

***In the sixth form, teachers
deploy their excellent subject
knowledge to stretch
academically and support
sixth form students to achieve
the best academic outcomes
possible.***

**Read
the full
report**



PEARSON
NATIONAL
TEACHING
AWARDS

The Whole School Team

**Making a Difference,
Secondary School
of the Year**

Clapton Girls' Academy

Greater London

**SILVER
WINNER**

2025





Recent Achievements



Autism Accreditation

This is to certify that

Clapton Girls' Academy

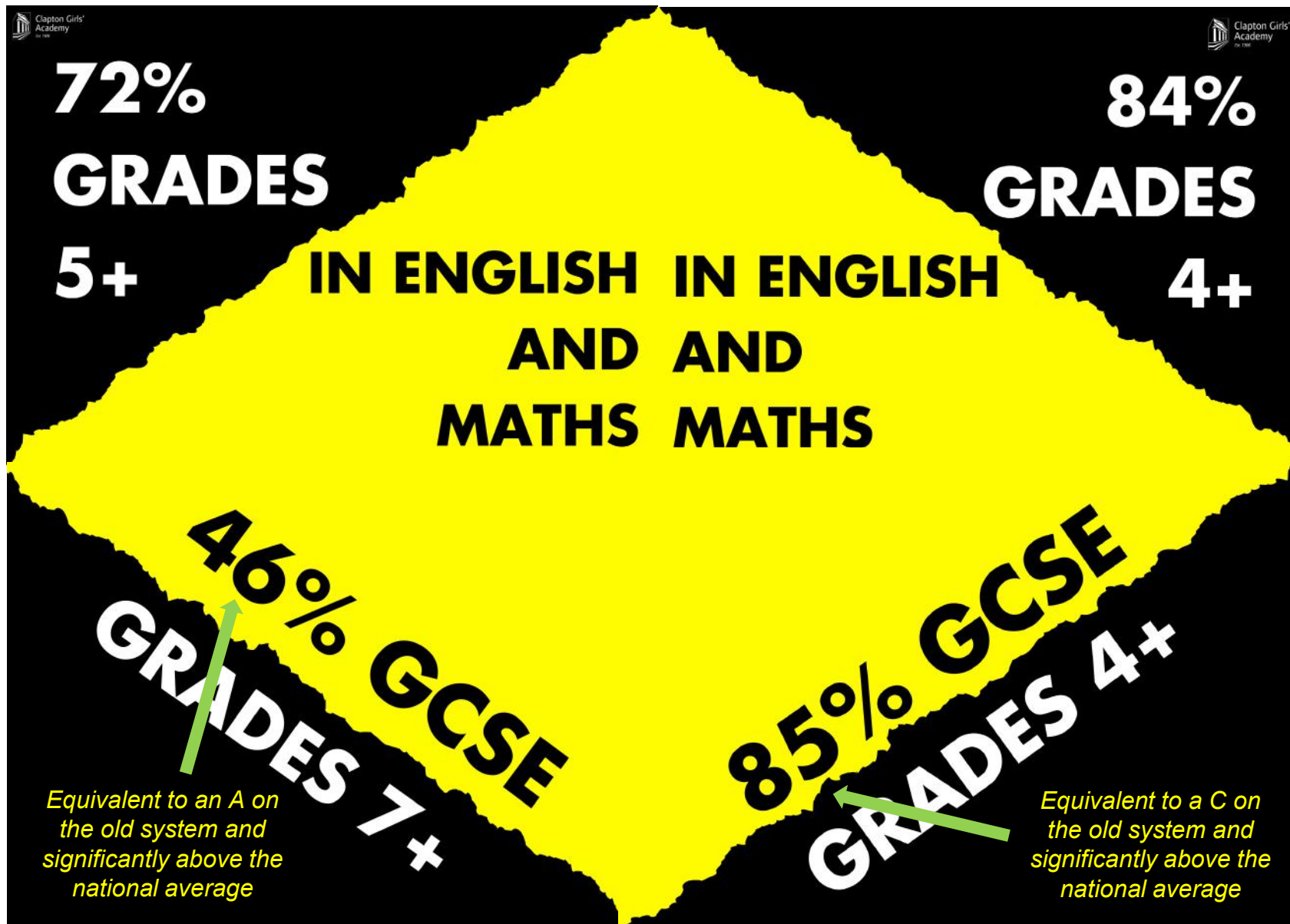
has achieved National Autistic Society
Autism Accreditation

Caroline Stevens
Chief Executive, National Autistic Society

Christine Flintoft-Smith, Head of Autism Accreditation and Projects at the National Autistic Society, said: “We are delighted that Clapton Girls’ Academy has achieved the Autism Inclusion Award. The team should be exceptionally proud of their achievement and commitment towards improving support for autistic people.”



GCSE Results 2026



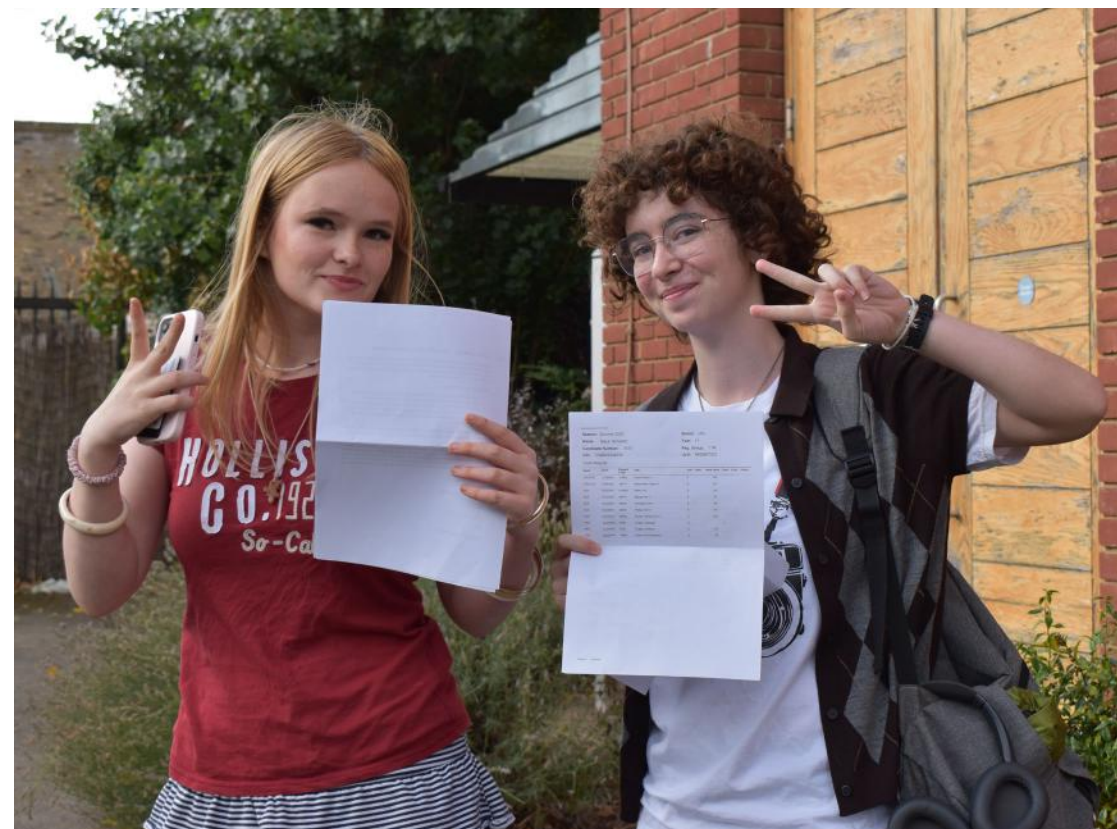


Progress at Key Stage 4 is
in the **top 1%** nationally

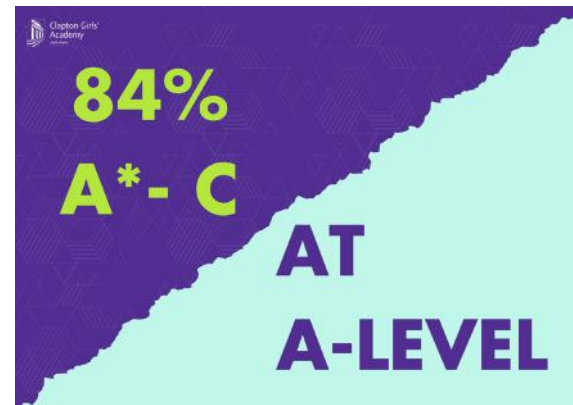
[www. !\[\]\(6605b201d6f14d9b3bcb8ab5f274d107_img.jpg\) Exams, Support & Results](http://www.claptongirlsacademy.co.uk/Exams_Support_Results)



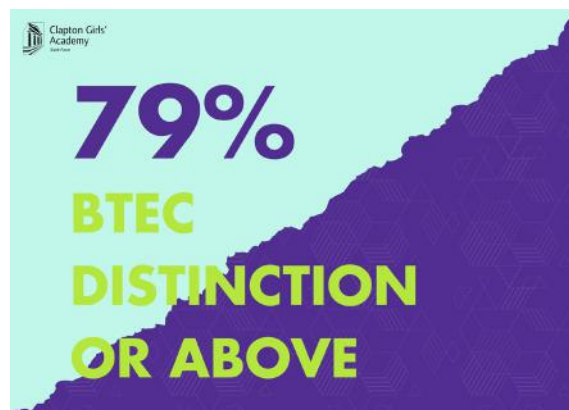
Special congratulations to **Ruben, Maya and Eva** with their incredible achievement of 30 GCSEs between them, all at grade 9s!



A-level & BTEC results 2026



Above the national average



A-level & BTEC results 2026

Our Sixth Form is in the **top 25%** of Sixth Forms nationally and in the **top 1%** for progress. It was judged **outstanding in all areas** by Ofsted in May 2024



Half of this year's graduates went to Russell group universities including Edinburgh, Durham, St Andrews, Bristol, Manchester, Oxford, Cambridge, Kings, LSE, UCL and Queen Mary's

Many will be studying STEM subjects including medicine, chemical engineering, mathematics, physics, midwifery, nursing and physiotherapy. There are also many of our students who are studying art foundations, media, design, geography, English and history.

Why choose a girls' school?

“When girls go to single-sex schools, they stop being the audience and become the players.”

Confidence & Maturity

Career aspirations are not
limited or discouraged

Fewer distractions

Academic achievement



Greater opportunities

Care & Support

Focussed educational &
community environment

Tomorrow's leaders



Why choose a girls' school?

What feels unfair as a girl



'People think you can't be strong'



'That some jobs are only for boys'



'Sometimes people think you can't play certain sports'



'That people don't think more girls should be leaders'

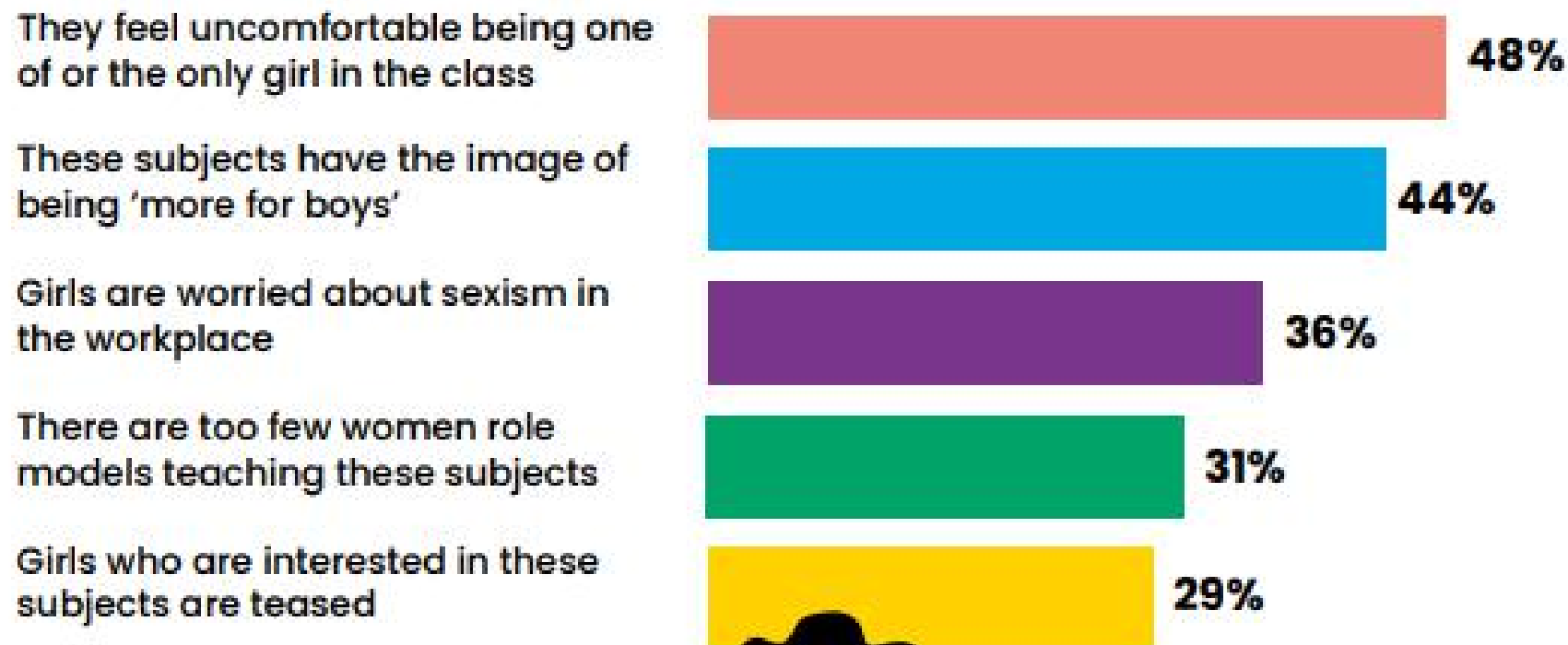


'They describe girls as girly not adventurous'



Why do you think girls stop studying STEM?

Girls and young women aged 11-21



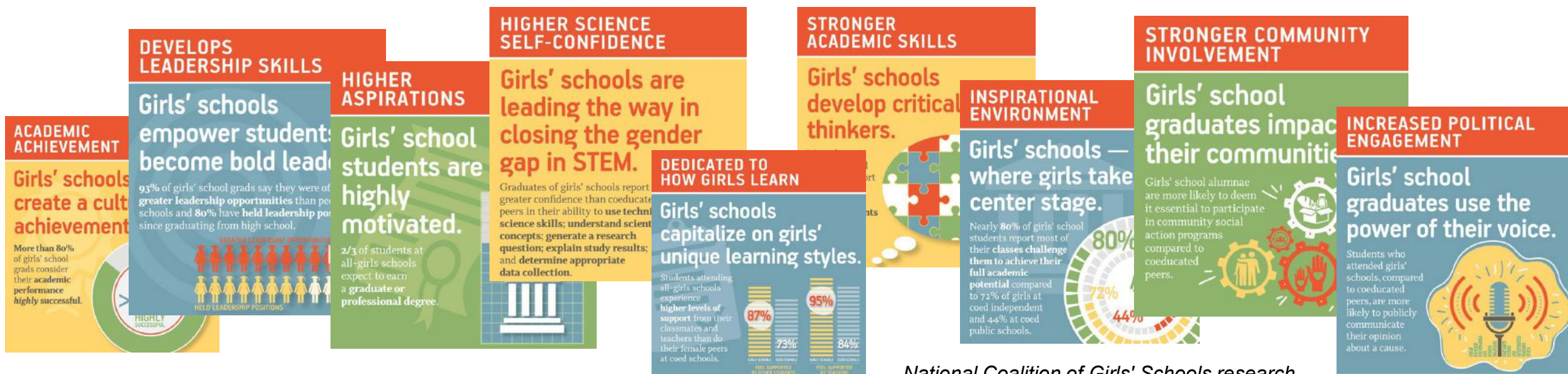
Why choose a girls' school?

The Research

- Excel academically
- Have greater confidence & emotional intelligence
- Conquer stereotypes
- Love Science and Maths
- Play the most sport
- Become trailblazers



Read more on our website [www. !\[\]\(f024d36410e36011059c73f7d7908105_img.jpg\) Prospectus & Why Choose a Girls' School](http://www.prospectus.co.uk/why-choose-a-girls-school)





Learning Environment - School Site



Nightingale



Tereshkova



Rosa Parks



Curie

Pankhurst



Dining Pavilion



Our
Buildings



Multi-faith Prayer Room



Dedicated Art, Design & Technology building (Tereshkova)



Learning Resource Centre (LRC) staffed by a qualified librarian



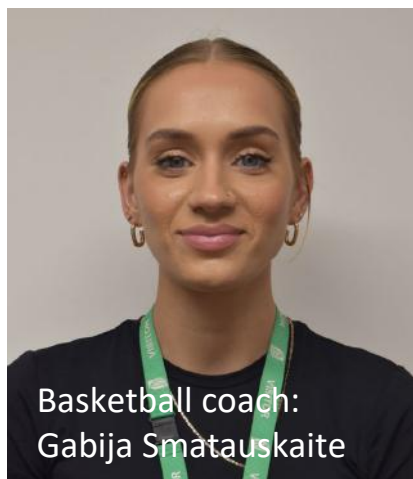
- All students have access to the LRC at lunch time and before & after school
- Reading challenges
- Library assistant training programme

- Quiet reading fiction space in the back room of the LRC to encourage reading for pleasure
- An increase in available study space & access to IT in main LRC room

Sport & Physical Wellbeing Facilities



Girls' Football

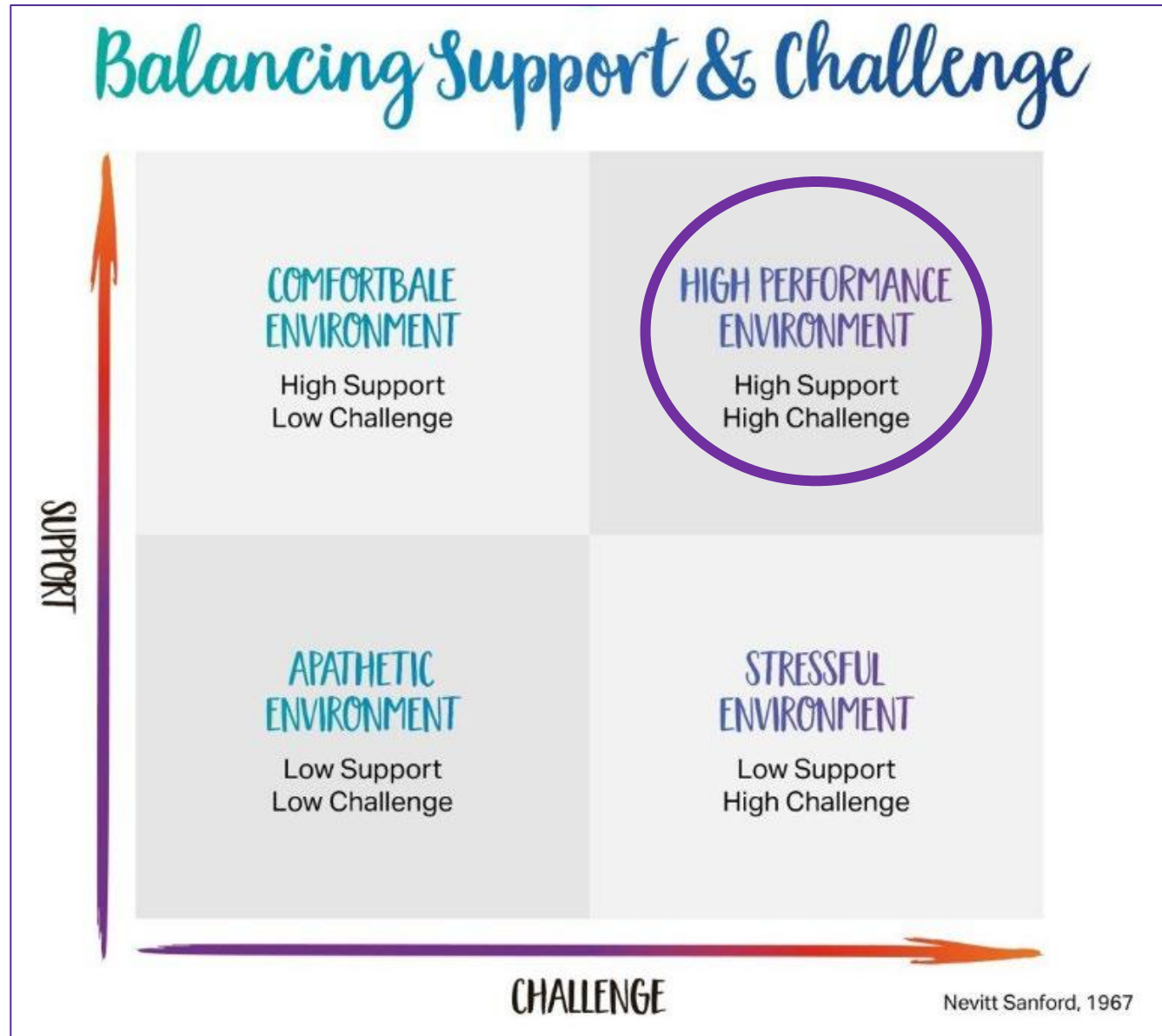


Basketball coach:
Gabija Smatauskaite



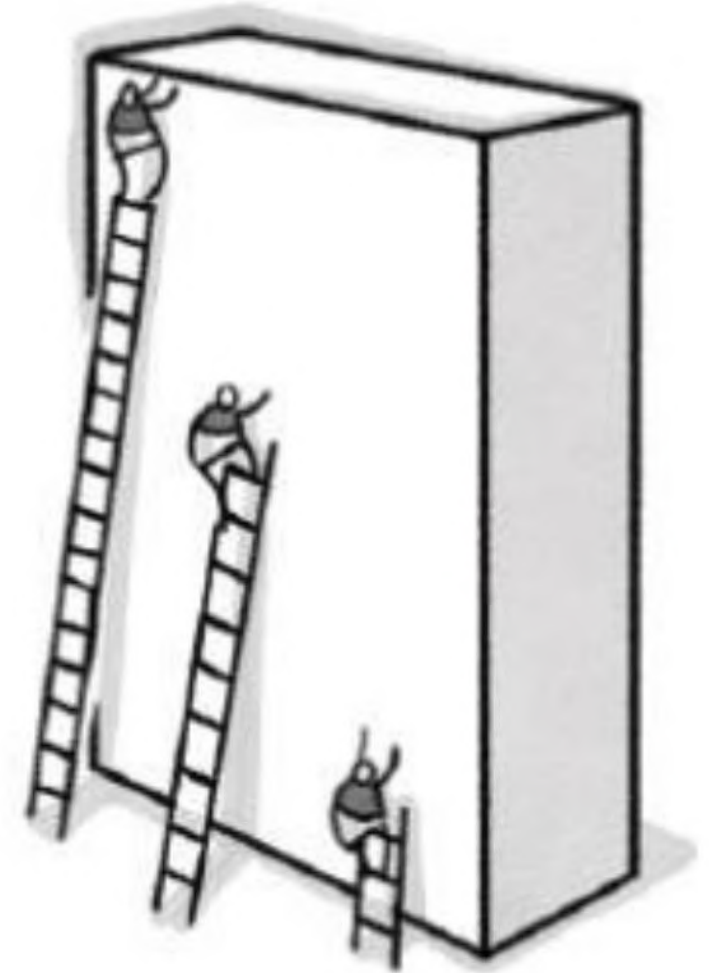
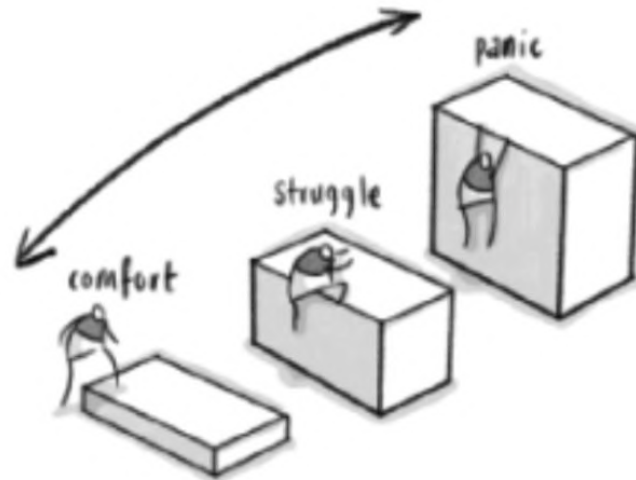
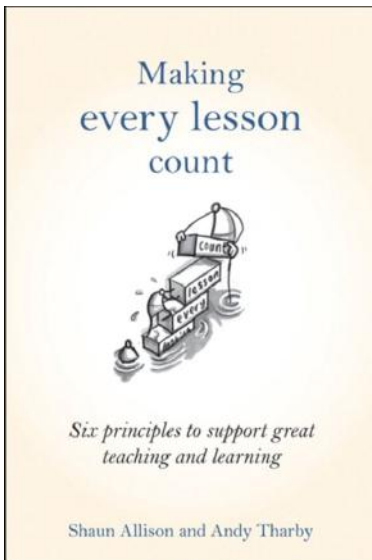
**Fully
equipped
gym**

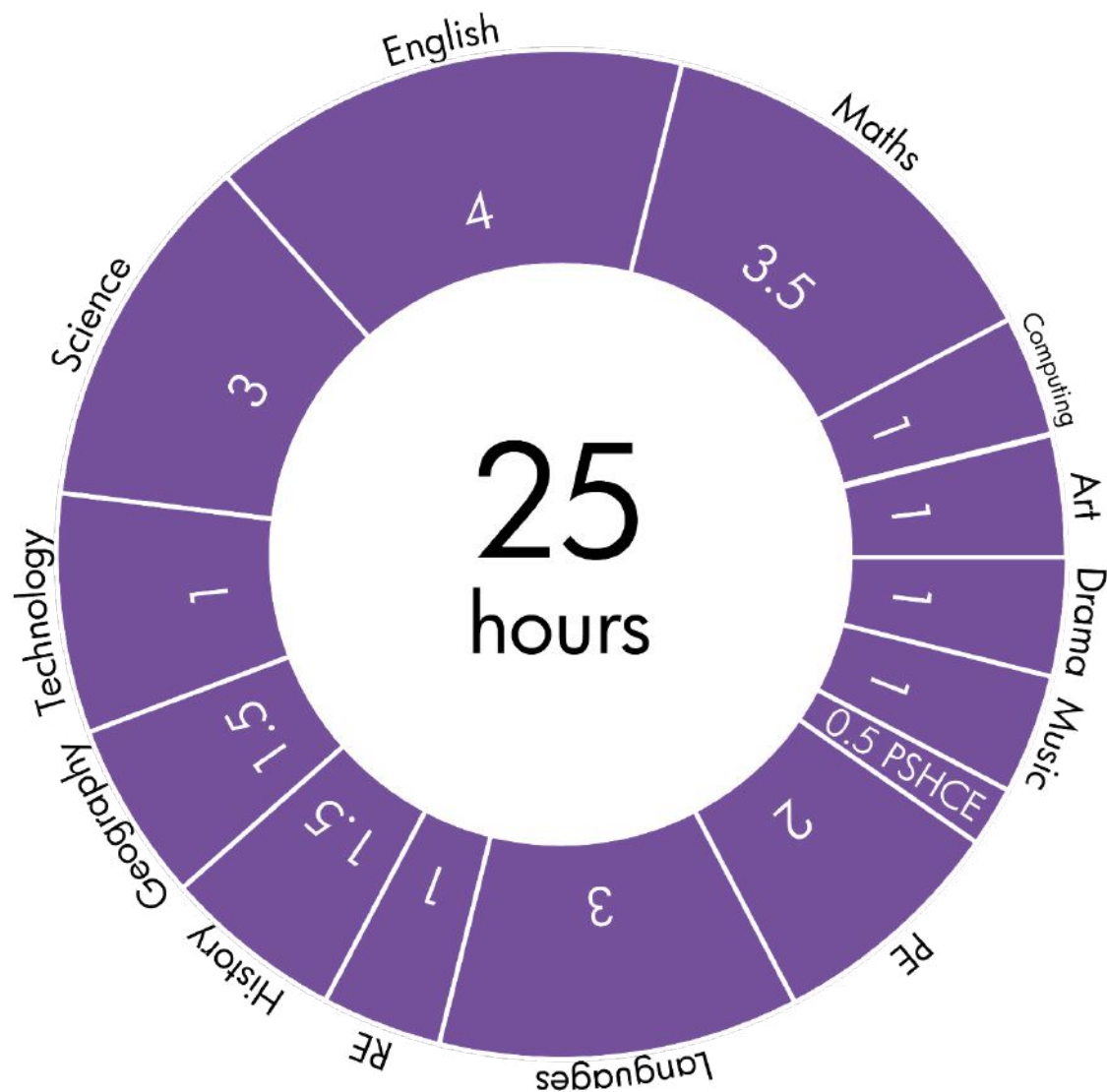






1. Challenge for all



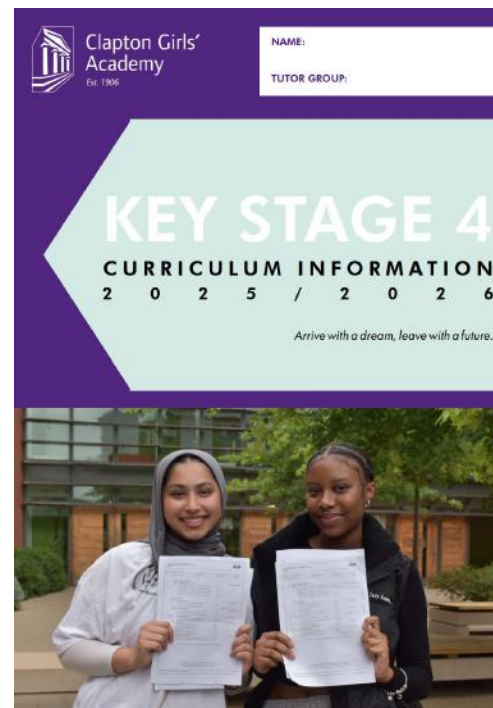
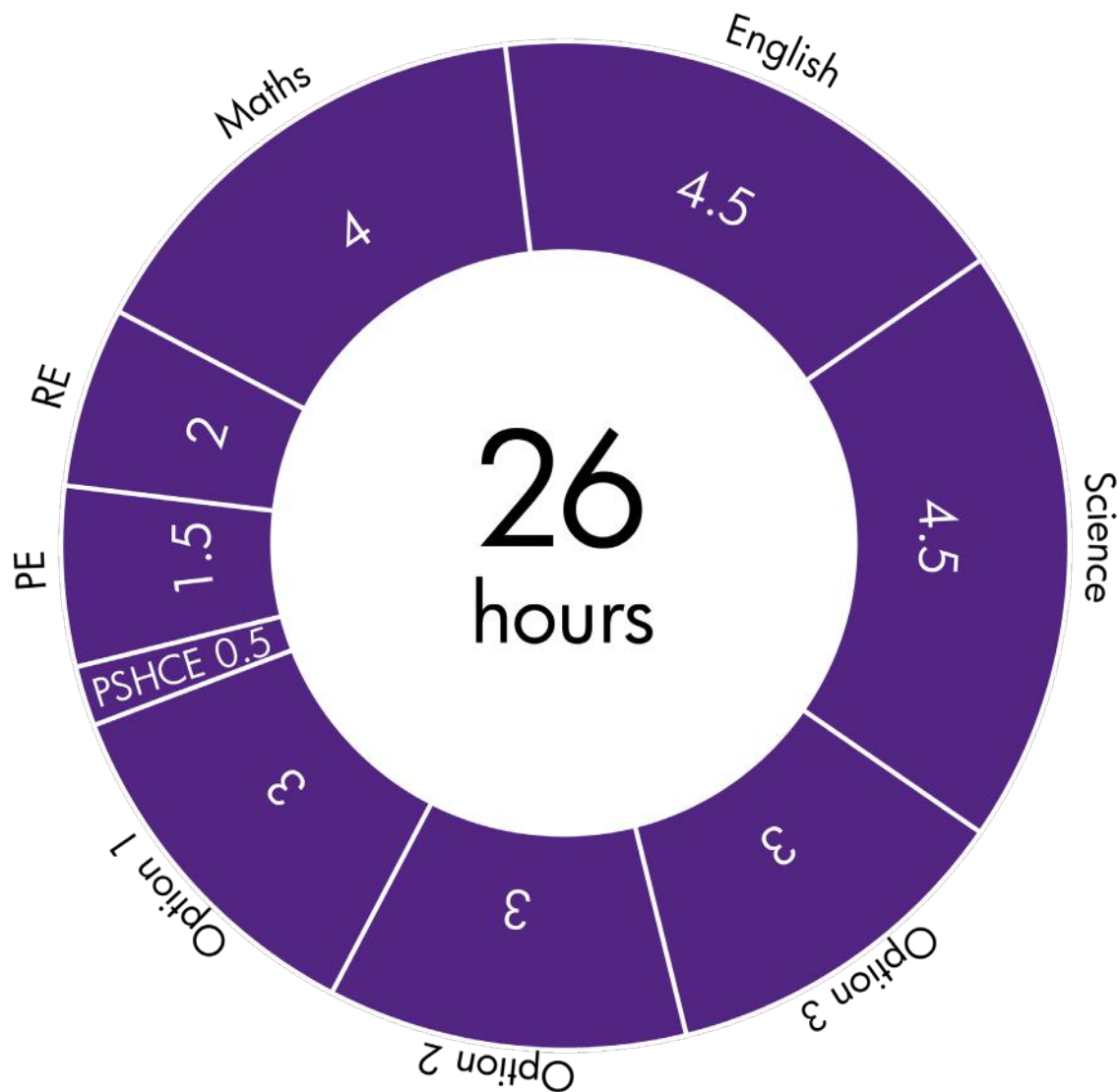


Key Stage 3

3 years

Broad and powerful *foundation of knowledge*

Nurtures an *enjoyment of learning*
Preparing students effectively for GCSE



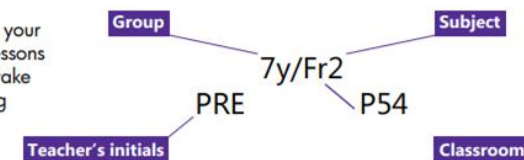
Guided Preferences

Block A	Block B	Block C
French	French	Geography
Geography	Geography	History
History	History	Spanish
Spanish	Spanish	Computer Science
Fine Art	BTEC Level 1/Level 2 Tech Award - Enterprise	Drama
PE	Design & Technology	BTEC Health & Social Care
Photography	Drama	Music
Sociology	Fine Art	Sociology

Times of the academy day

8.15am	Student gates open. Check clubs list on website for details of clubs taking place before school.
8.15 - 8.35am	LRC open
8.35am	All students must arrive between 8.15am - 8.35am when student gates close. Students who arrive after 8.35am are late and receive a 30 minute late detention on the same day which is recorded on the detentions page (page 26 of their student planner).
8.40am	Collective Time with Form Tutor or assembly
9.05am	Lesson 1
10.05am	Lesson 2
11.05am	Break
11.30am	Lesson 3
12.30pm	Lesson 4a
1.00pm	Lesson 4b (Lunch during 4a, 4b or 4c)
1.30pm	Lesson 4c
2.00pm	Lesson 5
3.00pm	End of school day - students exit via student gates by 3.10pm
3.00 - 4.00pm	After-school clubs and activities. Students are expected to regularly attend clubs. (At the end of after-school clubs, students exit via student gates)
3.00 - 4.30pm	The Learning Resource Centre is open until 4.30pm
On TUESDAYS the timings for the end of the day are different for <u>Years 10-13 only</u>:	
3.00pm	Lesson 6
4.00pm	End of school day - students exit via student gates by 4.10pm
On specified WEDNESDAYS the timings for the end of the day are different for <u>Year 11 students only</u>:	
3.00pm	Lesson 6
4.00pm	End of formal school day - students exit via student gates by 4.10pm

You will keep a copy of your timetable in your school planner so that you know which lessons you have each day, where those lessons take place, and which teacher will be teaching you. This is how it will look:



WEEK 1 TIMETABLE

	Mon1	Tue1	Wed1	Thur1	Fri1	Subject
1	7NP/Pe WOK OUT	7N/It ZIS N14	7N/Ar SLS R13	7N/Mu WIA R10	7N/Pe KEL SH	Ma Maths Pe PE
2	7y/Ma1 WEA D52	7y/Fr2 PRE P54	7y/Sp2 PRE P54	7NH/Re THL C60	7y/En1 CAJ P03	Te Technology Sc Science
3	7y/En1 PUJ P03	7y/Sc2 PEM C10	7NH/Gg PER C56	7y/Sc2 PEM C10	7N/Dr SHN DS1	It ICT Fr French
4A	7y/Te3 NOZ T2	LUNCH	7y/En1 PUJ P03	LUNCH	7y/Ma1 WEA D52	Re RE En English
4B	7y/Te3 NOZ T2	7NH/Re THL C60	LUNCH	7y/Sp2 PRE P54	LUNCH	Ar Art Sp Spanish
4C	LUNCH	7NH/Re THL C60	7y/En1 PUJ P03	7y/Sp2 PRE P54	7y/Ma1 WEA D52	Gg Geography Hi History
5	7y/Sc2 PEM C10	7y/En1 PUJ P03	7NH/Hi ZWY C59	7y/En1 CAJ P03	7y/Sc2 PEM C10	Tp Tutor Period (PSHCE) Mu Music

WEEK 2 TIMETABLE

	Mon2	Tue2	Wed2	Thur2	Fri2	Building
1	7NP/Pe WOK OUT	7N/It ZIS N14	7y/Ma1 WEA D52	7y/Ma1 WEA D52	7y/Tp WHE P03	P Pankhurst T Tereshkova
2	7NH/Hi ZWY C59	7y/Ma1 WEA D52	7y/Fr2 PRE P54	7y/Sc2 PEM C10	7y/Te3 NOZ T2	C Curie N Nightingale
3	7y/Te3 NOZ T2	7N/Ar SLS T1	7NH/Hi ZWY C59	7N/Mu WIA R13	7N/Dr SHN DS1	D Above Dining Pavilion R Rosa Parks
4A	7y/Fr2 PRE P54	LUNCH	LUNCH	7y/En1 CAJ P03	7y/Ma1 WEA D52	SH Sports Hall OUT MUGA (Multi Use Games Area)
4B	LUNCH	7NH/Gg PER C56	7y/En1 PUJ P51	LUNCH	LUNCH	STU Dance Studio
4C	7y/Fr2 PRE P54	7NH/Gg PER C56	7y/En1 PUJ P51	7y/En1 CAJ P03	7y/Ma1 WEA D52	
5	7NH/Gg PER C56	7y/En1 CAJ P03	7y/Te3 NOZ T2	7N/Pe WHS SH	7y/Fr2 PRE P54	

Subject field trips



Spain – Valencia & Madrid

Careers trips to universities



Duke of Edinburgh
Bronze & Silver



International trips



Mount Etna, Sicily



Ebbingham Christmas market, France





**Breakfast Club / Homework Club / Touch
Tennis / Tennis / Netball / Amplify Dance /
Clapton Records / Basketball / School Musical
Rehearsals / Fitness / Jewellery / Netball /
Concert Band / Cricket / Steel Pans / Yoga / PE
/ Guitar / Football / Music Tech / Step Into
Dance / Volleyball / Art / Boxing / Medical
Doctors & Vets / Textiles / Badminton /
Creative Writing / Rugby**

Experienced SENDCO

Excellent, SEND friendly whole class teaching

Dedicated and experienced team of learning support assistants



External support

Small group and 1:1 intervention

Assistive technology

Focus on building independence



Clapton Girls'
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Partnerships

HITSA
HACKNEY TEACHING
& SCHOOLS' ALLIANCE



KING'S
College
LONDON



PiXL
partners in excellence

Sir Robert
McALPINE

Goldsmiths
UNIVERSITY OF LONDON



NEW COLLEGE
UNIVERSITY OF OXFORD

Linklaters





Clapton Girls'
Academy
Est. 1906

Community



Clapton Girls'
Academy
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CLAPTON CARNIVAL

9 JULY, 2026

5:00 - 7:30PM
GATES OPEN AT 4:45PM

£4 ENTRY
TICKETS AVAILABLE ON PARENTPAY

Live Music & DJ • Dance & Drama Performances
Community Hub • PT • Art Exhibition • Stalls
Food & Refreshments • Photo Booth • Raffle
Sports Taster Session • Games & Activities

BRING CASH FOR REFRESHMENTS & STALLS

ENTER & EXIT VIA LAURA PLACE
GATES CLOSE AT 6PM



Clapton Girls'
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CLAPTON'S GOT T★LENT

TUESDAY 16 DECEMBER
6:00PM - 9:00PM
Doors open at 5.30pm for a 6pm start
Visit ParentPay for tickets

PLEASE NOTE: Tickets cost £5 and
are limited to 3 tickets per household

www.galleries.org



Clapton Girls'
Academy
Est. 1906

CLAPTON GIRLS' ACADEMY
PROUDLY PRESENTS

PRODUCTION OF

Annie JR.

17th & 18th December
6pm - 8:30pm
Entrance via Laura Place

Visit ParentPay for tickets
You may only attend one of the performances out of the two and
tickets will be limited to three per household

Book by Thomas Meehan	Music by Charles Strouse	Lyrics by Martin Charnin	Presented on Broadway by Mike Nichols
Irwin Meyer	Originally Produced by Stephen R. Friedman	Lewis Allen	
Alvin Nederlander Associates Inc.	The John F. Kennedy Center for the Performing Arts	Icarus Productions	

BASED ON "LITTLE ORPHAN ANNIE" BY PERMISSION OF THE TRIBUNE MEDIA SERVICES, INC.
THIS AMATEUR PRODUCTION IS PRESENTED BY ARRANGEMENT WITH MUSIC THEATRE INTERNATIONAL. ALL AUTHORISED
PERFORMANCE MATERIALS ARE ALSO SUPPLIED BY MTI. WWW.MTISHOWS.CO.UK



Year 7 Team

Head of Year 7
Ms Chambers



Deputy Headteacher
Ms Williams



Pastoral Mentor
Year 7
Ms Smith



**KS3 Attendance &
Inclusion Mentor**
Ms Abdullaahi



Ms Mallett
7C



Mr Bangura
7L



Mr Leach
7A



Mr Gustard
7P



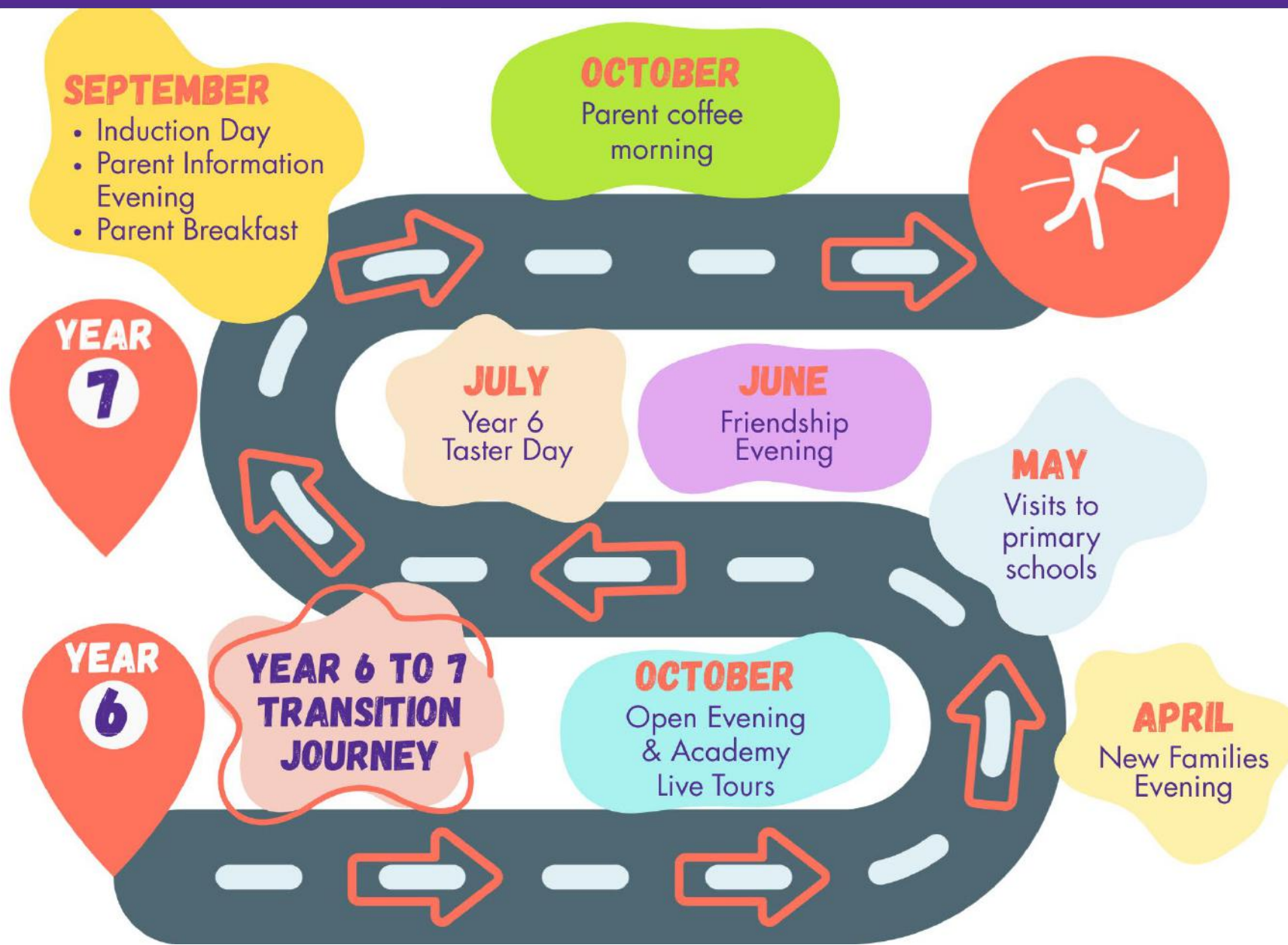
Ms Nasreen
7T



Ms Bennett
7N



Transition Journey





Safeguarding



Ms Garvin
Safeguarding Lead
Assistant Headteacher



Mr Gall
Assistant Headteacher
SENCO & Inclusion



Ms Bergame
Behaviour Lead
Assistant Headteacher



Mr Murphy
Assistant Headteacher
Attendance



Ms Chambers
Head of Year 7
& Transition



Ms Evans
Head of Year 8



Ms Knott
Head of Year 9



Ms Onasanwo
Head of Year 10



Ms Samuel
Head of Year 11



Ms Baker
Head of Year 12



Ms Begum
Head of Year 13



Ms Bangura
DDSL* &
Inclusion & Engagement
Deputy Headteacher



Ms Jagne
DDSL* &
Mental Health & Student
Outreach Coordinator



Ms Grant
DDSL* &
Lead Pastoral Mentor



TBC
DDSL* &
Student Support Centre Manager
& Home School Liaison Worker

Are you, or someone you know feeling,



Angry



Sad



Embarrassed



Worried



Scared?

At CGA, it is important that everyone feels happy, safe and cared for at home and at school.

Is there something that you could do yourself to help you feel better?

Talking to a friend?

Talking to someone
at home?

Telling a trusted adult?

Telling your
form tutor?

We are all here if you or someone that you
know needs support.

Anti-bullying statement

Bullying is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally. It is behaviour that attempts to hurt, frighten, humiliate or threaten someone, particularly if the behaviour is repeated or persistent.

WE RECOGNISE THAT BULLYING CAN TAKE MANY FORMS:

Physical: Hitting, pinching, pushing, shoving, taking or damaging belongings, stealing money.

Verbal: Name calling, insulting, racist or sexist or homophobic remarks, mocking, teasing, intimidating, threatening or demanding money, making things up to get someone in trouble or exclude them.

Indirect: Sending abusive text messages or emails to someone or a group, posting abusive messages on social network sites, spreading rumours or making threats on social network sites, posting pictures or information about someone on the internet to promote hatred and isolation and to humiliate and hurt.

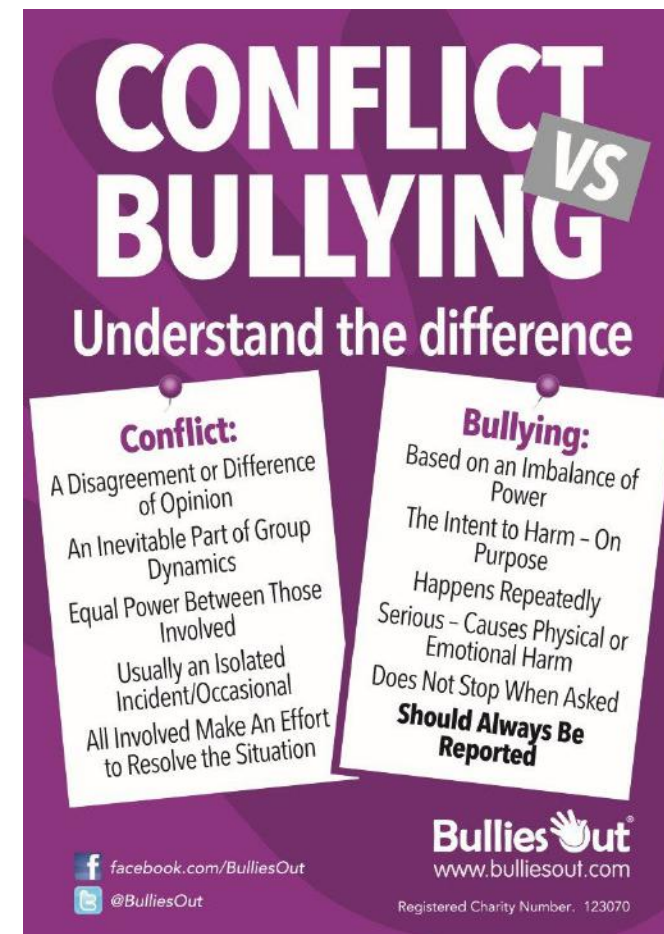
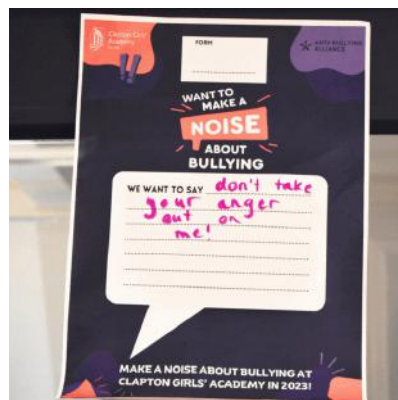
Via misuse of technology (cyber-bullying): Spreading rumours to promote hatred and isolation, writing or drawing offensive graffiti, taking friends away from someone or excluding someone from the group.

At Clapton Girls' Academy we will not tolerate any kind of bullying and recognise that bullying can involve and affect all members of the academy community including students, parents, teachers and staff. **INCIDENTS OF BULLYING BEHAVIOUR** will be taken **SERIOUSLY** and academy sanctions applied.



Compassion

Be kind



Behaviour Thermometer



3 Golden Rules



- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- What should you do to put things right in the future?
- How can we do things differently in the future?

		The student will:	The parent will:	The academy will:
C	COMPASSION  Be kind	- Be supportive and kind to members of my form group and other students. - Speak respectfully to all students and staff and use positive body language. - Speak to a teacher if I have any concerns. - Move around the academy in a safe way and remember to walk on the left	- Support my child in their move to secondary school. - Let the academy know if I have any concerns.	- Support your child to feel happy and safe. - Provide transition support to ensure a positive start. - Teach your child our CAIR values and help them to achieve them.
A	AMBITION  Aim high	- Attend at least two clubs per week. - Complete all my homework on time and to a high standard. - Aim for the highest standards of presentation. - Revise for all assessments. - Use Satchel:One and my planner every day	- Encourage my child to attend clubs. - Make sure that homework is done on time and to a good standard. - Talk about careers and future options with my child. - Download and use the MyEd parent app and all associated apps to support my child.	- Set a broad, balanced and challenging curriculum with high-quality teaching. - Set regular homework on Satchel:One. - Give quality feedback on her work. - Update you on her progress through reports and parents' evenings.
I	INTEGRITY  Be honest	- Follow all instructions first time. - Only bring necessary items to the academy. - Have my mobile phone switched off and out of sight while at school. - Wear my uniform correctly at all times.	- Support the academy behaviour code. - Attend all parent meetings. - Make sure that my child wears full school uniform and leaves valuable items at home.	- Use the academy behaviour code to ensure your child is able to learn and is treated fairly. - Contact you if we have concerns about your child's progress.
R	RESILIENCE  Keep trying	- Attend school and lessons every day, on time. - Focus on my learning at all times. - Bring my planner, pencil case and equipment every day.	- Make sure my child is on time for school (arriving no later than 8.40am.) - Make sure my child attends school every day. - Make sure my child has the correct equipment. - Take all holidays outside of term time.	- Give your child the support they need to achieve their best. - Provide you with regular updates on your child's progress.
		Signed:	Signed:	Signed:





UNIFORM: YEARS 7 TO 11

Clapton Girls' Academy students must wear the correct uniform at all times, including on their way to and from the academy. This means that they must enter and leave the academy wearing their full uniform, including their blazer and shoes. Students are not allowed to change into their uniform after arriving in the academy. Equally, they are not allowed to change into their own clothes before leaving the academy. Students are expected to wear their uniform with pride as a symbol of representing the academy.

The academy retains the right to act as the final authority on the interpretation of the dress code. If unsure, parents are advised to contact the appropriate Head of Year.

Students will not be allowed around the academy unless they are wearing full and correct school uniform.

Students must wear the following, which can only be bought online from Price and Buckland (P&B):

www.pbuniform-online.co.uk/claptongirls

All items listed below can also be purchased pre-owned, at a lesser cost, from the academy as long as stocks last.

- Academy lavender shirt. (Students wearing a shalwar kameez or abaya must wear a lavender shirt under their garment)
- Academy blazer

Students can wear the following optional items:

- Academy V-neck jumper, with or without sleeves, which can be bought online from P&B or as a second-hand item from the academy.
- A t-shirt may be worn under the school shirt but must be either plain black or plain white.
- Black or white turtleneck base layers can be worn under the shirt in cold weather.

Students must wear the following, which can be bought from any school wear outlet:

- Smart, plain black, tailored school trousers
- Smart, plain black knee-length school skirt
- Smart, plain black shalwar kameez or abaya (with visible academy shirt/blazer)
- Plain black, not ripped tights. Black or white below the knee socks, not fluffy or with visible logos.
- Flat, plain black, leather-look, hard-soled shoes or ankle boots no higher than ankle bone with heels below 2cm. Shoes or ankle boots must not have any coloured stitching, tassels, fluffy or other decorations. No trainers are allowed.



EQUIPMENT:

Students must have a smart, practical school bag large enough to hold A4 size exercise books and will also need the following equipment:

- 2 x black/blue pens
- 1 x red pen
- 1 x green pen
- 2 x pencils
- Rubber
- Ruler
- Coloured pencils
- Protractor
- Calculator
- Reading book (this can be borrowed from the academy or local library)
- Water bottle (preferably reusable)

Families unable to purchase all the items listed above can contact their child's Head of Year to enquire about support available.

SEASONAL UNIFORM:

During the winter months, students are encouraged to wear multiple layers. In very cold weather, students will be authorised to wear a black scarf in lessons. Authorised scarves are plain black with no tassels. Blankets and shawls are not allowed and will be confiscated.

When temperatures reach 25°C, students will be allowed to come into school without their blazers and jumpers. All other uniform should continue to be worn during this time.

On these particular occasions, students will be informed in advance in Student Notices of the change to the summer uniform.

The academy reserves the right to make the decision to change to summer uniform rules.



PE KIT:

To be worn during PE lessons and wellbeing clubs only. Students are not allowed to wear their PE kit at any other time.

- A generic, plain white PE polo shirt or an academy polo shirt, which can be purchased from P&B or from the school as a second-hand item
- An optional purple academy hoodie. No other jumper, hoodie or sweatshirt is allowed.
- Plain black tracksuit bottoms, sports leggings, PE skirt or shorts
- White socks and sports trainers
- Roll-on deodorant
- Jewellery needs to be removed
- Long hair needs to be tied up.

OUTDOOR WEAR:

- Outdoor wear can be worn to and from the academy, including rain and snow boots in poor weather but must not be worn around the academy site or inside and must be stored in students' lockers.
- Students are not allowed to wear their coats around the school building. Coats must be placed in lockers at the start of the school day. They can be collected at the start of break, and returned to lockers before returning to lesson.
- Outdoor wear including hats, scarves, gloves and sunglasses, can be worn outside at break only.

MOBILE PHONES:

Mobile phones and smart watches are banned from the academy site. 'Banned' means that they must be switched off and completely out of sight at all times between entering and leaving the academy site.

Students must understand that if they bring their mobile phones or smart watches to school this is at their own risk and that the academy cannot be held responsible for the loss or theft of such equipment. If earphones or earbuds are seen, or if a mobile phone is seen or heard at any time while on site, the item will be confiscated and only returned to the student's parent.

Regardless of circumstances, no one should be photographed, filmed or recorded without their explicit consent.

HAIR & JEWELLERY:

- All hair colours are allowed
- Clapton Girls' Academy is signed up to the Halo Code, creating an environment welcoming all black/afro hairstyles, without a fear of judgement or reprimand
- Hair accessories apart from headbands can be any colour
- Any width of headband is allowed but it must be plain black
- Any headscarf may be worn but the colour must be plain black and any embellishment must also be plain black
- Hair bonnets are not allowed
- Jewellery must be minimal and is limited to: two pairs of stud earrings (smaller than a 5p piece), one small flat stud in the nose, one flat ring on each hand, one small neck chain, one bracelet per wrist and one watch
- Only minimal, natural make-up is allowed. Visible eye make-up including eyeliner and eye shadow are not allowed.
- False eye lashes and fake nails are not allowed
- Nails must be kept short. Any colour nail polish is allowed.

BANNED ITEMS:

Students are not allowed to bring the following items into the academy:

- Sweets, cakes, biscuits, chocolate, fizzy drinks, crisps or nut products
- Make-up and other cosmetics
- Facial spot stickers
- Spray-on deodorant or hair spray (aerosols)
- Money and expensive items
- Vapes
- Smart watches
- Lighters and matches
- Water pistols
- Fans and water aerosols
- Sharp items that can cause injury (paper cutters, box cutters, tweezers, nail clippers, comb with sharp/metallic tail).

If these items are seen on school premises, they will be confiscated. Money will be returned at the end of the day, unless it is safer/more appropriate to return these to parents.

PROHIBITED ITEMS BY DfE GUIDANCE:

- Knives (including craft knives and other weapons)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

Locker, bag and other searches will be completed if there are any reports of prohibited items being brought on site.

Further guidance on specific items required for religious observance or for medical accommodation can be found on the Policies page of the website in Policy no.06 Uniform & Equipment.

To support students' mental wellbeing:

- phones are not allowed to be used on site.
- phones must be switched **off and away** in bags or lockers.
- phones will be confiscated if seen, heard or are known to have been used.
- parents will have to collect confiscated mobile phones from school.



Dementia Café



Reverse Advent



Wear it Red



School Council



St Joseph's Hospice Bake Sale



Help the Needy fundraiser: World Hijab Day



SCHOOL COUNCIL

IN ACTION



Senior Prefects



Student Librarians & Reading Ambassadors



Year 8 Ambassadors



- Year Group & Form Representatives & Student Council
- Prefects in Year 13
- Head and Deputy Head Girls
- Years 7 and 8 Ambassadors
- Sports Leaders & Ambassadors
- Debate Leaders
- Student Librarians
- Peer Mentors





ChrisAnn Jarrett MBE

Charity founder, 27, 'thrilled' at MBE honour



William Mata



Published: 11:38 AM June 8, 2022



Chrisann Jarrett has been made an MBE - Credit: We Belong

The founder and chief executive of the young migrants' charity We Belong has said she is 'thrilled and grateful' to be included in the Queen's Honours list.

Chrisann Jarrett, 27, was awarded an MBE for 'services to children and young people'.

Humaira Garasia MP



Bukky Bakray BAFTA winner



Bukky Bakray is known for her breakthrough debut role in the 2019 coming-of-age drama film *Rocks*. At 19, she became the youngest BAFTA Rising Star Award recipient as well as one of the youngest Best Actress in a Leading Role nominees.



We are very lucky to have two dedicated parent groups, both working tirelessly to better the outcomes for all of our students:

The Friends of CGA

Global Majority Parents' Group





Clapton Girls' Academy

Arrive with a dream, leave
with a future

WELCOME: CLICK TO ENTER WEBSITE

UPDATE FOR PARENTS: (30 SEPT)

Latest News & Updates

CLICK HERE FOR LATEST UPDATES

Clapton Girls' Academy
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OUR ACADEMY | PARENTS | CURRICULUM | THE TEAM | SPAC | SUPPORT Q&A | SIXTH FORM

LATEST UPDATES

noies
HERE

Facilities
Hire
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Up
Even
CLICK

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HOLIDAY & TERM DATES

CGA DONATE

PARENTPAY

SATCHELDINE

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ACCELERATED READER

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2026 KS5 results

Better than the national average!

Congratulations to our Year 10 A-level & BTEC students

CLICK HERE FOR THE FULL STORY & PICTURES

2026 KS4 results

Celebrating record result!

CLICK HERE FOR THE FULL STORY & PICTURES

Pearson National Teaching Award winner

CGA wins Silver award for Making a Difference - Secondary School of the Year

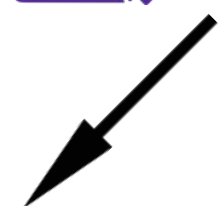
CLICK FOR THE FULL STORY

PEARSON NATIONAL TEACHING AWARDS
SILVER WINNER

"I really like the older children helping us. They are really kind and helped us find the way to our class."

"I great place to work."

www.claptongirlsacademy.co.uk/latest-updates



CLICK HERE FOR LATEST UPDATES

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OUR ACADEMY | PARENTS | CURRICULUM | THE TEAM | SPAC | SUPPORT Q&A | SIXTH FORM

CGA NEWS & UPDATES

CGA News, the academy's new letter is aimed to provide fortnightly to keep families in touch with what's going on. It also provides the community with a focus on Clapton Girls' Academy. Similarly, this website and our social media channels (Facebook, Twitter and Instagram) provide parents with a wealth of information about the life of the academy. CGA News and our website help us to share our successes and allow information to be passed on about values, topics and other specialist events.

CGA News & Updates

CLICK FOR PAST ISSUES OF CGA NEWS

CLICK TO READ THE SIXTH FORM EXPERIENCE

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Subscribe

Email Address *

First Name

Last Name

Student Name and Year Group

Other

Subscribe

What have we been up to?

RESULTS DAY

20 August: GCSE & BTEC results

13 August: A-Level & BTEC results

22 May: Summer Issue 2

CGA News: On this website with Jacki Nisbett, Duke of Edinburgh Award, BSA, SACS, VCA, CCA, Naughton & Gossett, West II, Great Giggles & much more.

Excellent and supported leadership team.

COMMUNITY

www.claptongirlsacademy.co.uk/cga-news-updates

CGA News

Clapton Girls' Academy
Est. 1906

Active Term: Issues 1
10 September 2025

September

REMINDERS

7 October: Sixth Form Year Day for CGA Year 11 students. Year 12 & 13 LUGAS and Festival Day. (Clapton Girls' Forest College Evening at 18.00.00pm)

11 October: Open Evening for Year 8 pupils and parents (5.00-7.30pm) [CLICK HERE TO BOOK](#)

9 October: Link to support for students & teachers (8.30am)

13 October: Academy Live Team for Year 8 pupils and parents (11.45am-12.20pm). General travel advice changes 1.0pm

18 - 20 October: Year 10 Half Term

Greenhouse Camp

Get Ready for October Half Term Holiday Camp!

Make the most of the last week October has been with our Greenhouse Camp! Holiday Camp, but in Greenhouse! Open to all students in Years 7-11, these camps are a fantastic way to enjoy outdoor, improve skills, and have fun with friends during the break.

Students must be registered with the Greenhouse programme to attend.

To join the programme or for more information, please contact: ClaptonGirlsAcademy@greenhousecamp.co.uk

[CLICK HERE TO REGISTER & FOR DATES & TIMES](#)

Reminder to Parents:

Clapton Girls' Academy

PDAs

Our website and social media platforms are a great place to find useful information and keep up to date with what's happening in school. Alongside news, the school calendar, key dates and important school information, you'll also find copies of letters sent home to parents.

Letters to Parents

Clapton Girls' Academy

Arrive with a dream, leave with a future

WELCOME! CLICK TO ENTER WEBSITE

UPDATE FOR PARENTS (10 SEPT)

5 - FSD - 02.10.26 - FINAL.pdf



2



Clapton Girls' Academy
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Friday 2 October 2026

Headteacher's weekly update for parents

Dear Parents,

We've had a great week with school council interviews and the cast list for this year's production of 'High School Musical' being shared with students. The Year 7 team also really enjoyed meeting so many parents at yesterday's Year 7 coffee morning and hearing how well your children have settled in.

Important dates for your diary

Wednesday 7 October	Sixth Form Taster Day for CGA Year 11 students Year 12 & 13 UCAS and Reading Day Parent/Carer Peer Support, 5.30-6.30pm in the LRC
Thursday 8 October	Year 6 Open Evening (5.00-7.30pm)
Friday 9 October	Late start to school for students (9.35am)
Monday 18-Friday 30 October	Two week Half Term holiday

Please click [HERE](#) to listen to an audio version of this letter

Sixth Form Taster Day - Wednesday 7 October

On Wednesday 7 October, Year 11 will be taking over our Sixth Form as they take part in our Sixth Form Taster Day. Students will have the opportunity to choose four subjects that they are interested in studying and experience taster lessons across our A-Level and vocational courses. Throughout the day, they will be able to ask staff questions about individual subjects, the expectations of Level 3 study and Sixth Form life, while experiencing some of the greater independence that comes with being a Sixth Form student.



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OUR ACADEMY PARENTS CURRICULUM THE YEAR 7 SPACE SUPPORT CGA SIXTH FORM

LETTERS TO PARENTS

Updates for Parents

Autumn Term 2026

+

Summer Term 2026

+

Quicklinks

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[www. Letters to Parents](https://www.claptongirlsacademy.co.uk/parents/letters-to-parents)



LATEST UPDATES




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- SATCHELONE
- WORK WITH US
- CONTACT US



OUR ACADEMY PARENTS CURRICULUM THE YEAR 7 SPACE WELLBEING SIXTH FORM

FAQS ABOUT CGA

Frequently Asked Questions about CGA

Click for:

- HOLIDAY & TERM DATES
- CONTACT US
- WORK WITH US
- PARENTPAY
- SATCHELONE
- UNIPROG
- ACCELERATED READER
- POLKES & A READING NEWSLETTER
- OFFICE 365 LOGIN

1. What makes CGA different from other Hackney Secondary schools?

- We are the only all girls non-denominational school in Hackney.
- We have been educating Hackney's young women for 110 years.
- We have a unique balance of academic challenge and a warm, happy learning environment.
- Our environment is welcoming and safe with a dedicated reception for students and an experienced safeguarding team.
- Our teaching is outstanding, as is our behaviour and pastoral support with a dedicated Year 7 Transition team.
- We have a whole school focus on wellbeing and we conduct regular surveys to ensure students and staff wellbeing.
- There is a wide course offer, outstanding support and enrichment in our Sixth Form which is in the top 10% of Sixth Forms nationally.
- There are a huge range of extracurricular opportunities, developed in consultation with students and based on their preferences and academic needs, including exam revision classes.
- We have an outstanding sports programme with two additional coaches on site for tennis and basketball. Other sports our students take part in include football, dance, trampolining, boxing, netball and fitness.
- Our students have many opportunities to take leadership responsibility, becoming student ambassadors and prefects, as well as being involved in community and fundraising projects.
- We are a World Class School which allows us to be involved in a number of student development programmes through the World Class network of schools.
- The Careers Education, Advice, Information and Guidance (CEAG) offer is very comprehensive with a number of students engaging with mentors from businesses and other organisations.

2. What are your results like this year?

[CLICK FOR GCSE RESULTS](#)
[CLICK FOR A-LEVEL & BTEC RESULTS](#)

3. Which universities do your students progress to?

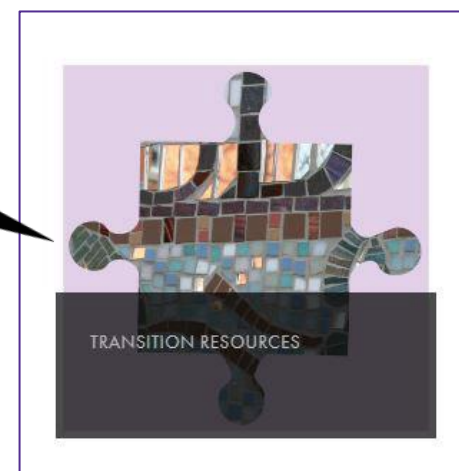
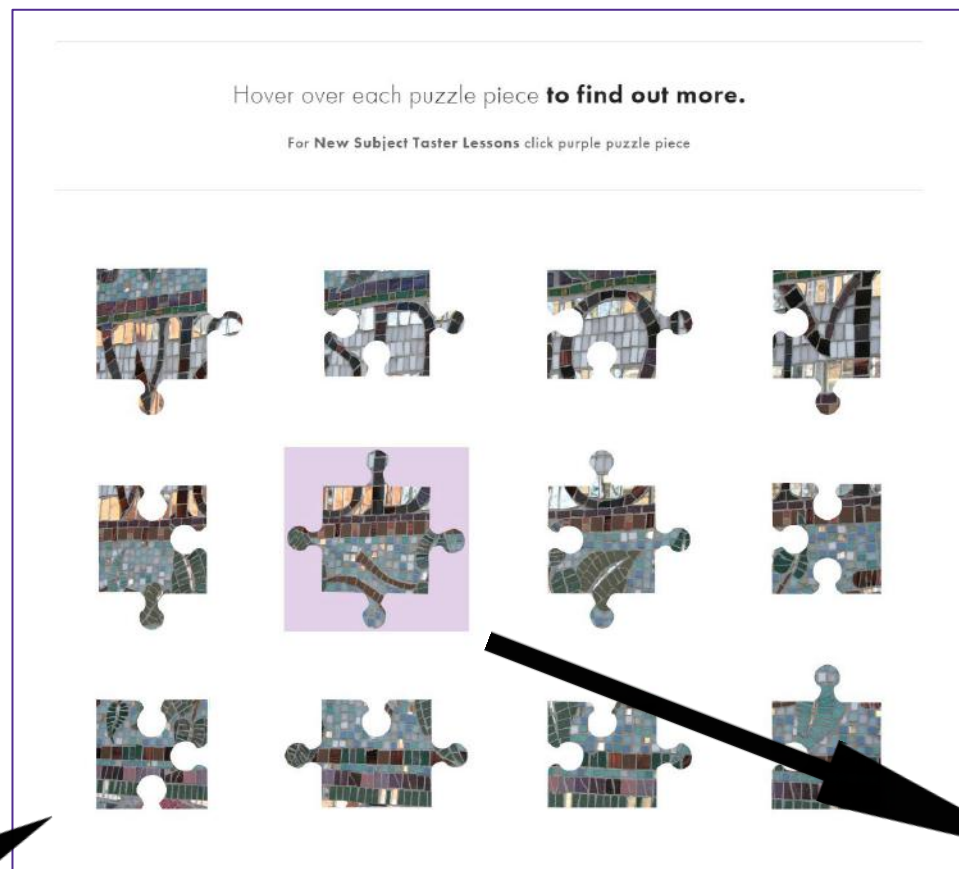
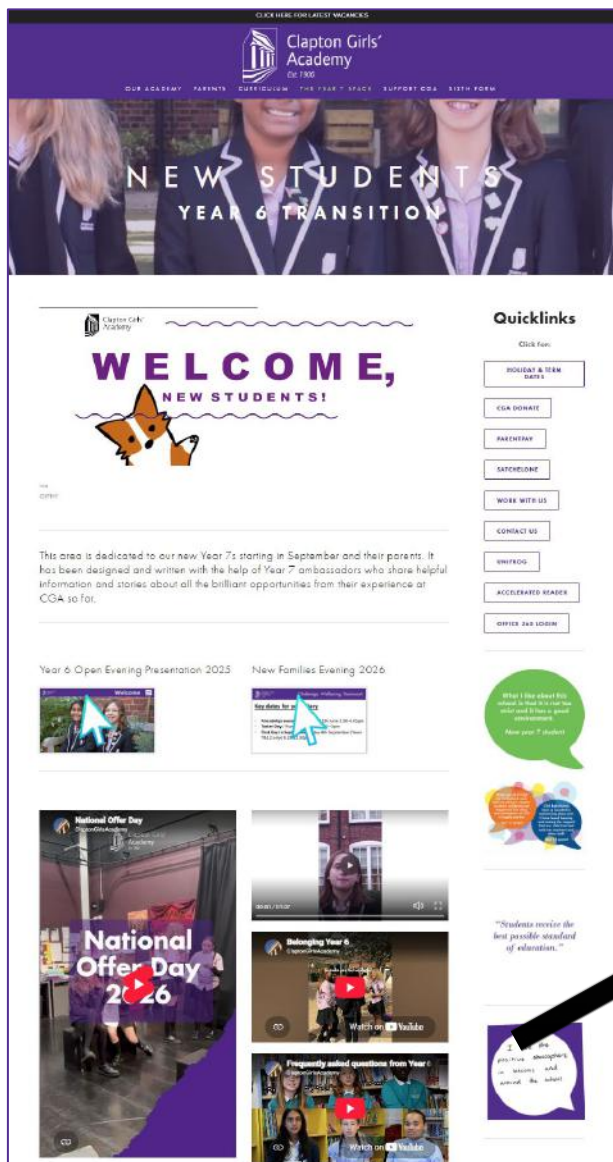
- Our students progress to a wide range of universities including Russell Group universities: UCL, Birmingham, Bristol, Edinburgh, Exeter, Kings, Manchester, Nottingham, Oxford and Cambridge.
- Recent apprenticeships include engineering at Siemens, working in the NHS and with Unilever law firm and in the government.
- Degree destinations of our graduates are many and varied, including chemical engineering, law medicine, dentistry, pharmacy, politics, history, maths, French and Spanish, English literature and psychology.

I like how everyone is friendly and likes to help us succeed in everything we do. It's a great day to be at school. Everything is organised for us. I am so happy to be here.

New year 7 student!



The Year 7 Space



Created by Year 7 students for Year 6 pupils.

How places were allocated by Hackney Education to CGA in 2025

2025 Offers at CGA (Applications: 523)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan	0	0	1	1	4	6
Looked After Child	0	0	0	2	1	3
Sibling	7	6	9	6	7	35
Distance <i>Maximum Distance (miles)</i>	29 <i>0.995</i>	30 <i>0.766</i>	26 <i>0.747</i>	27 <i>0.865</i>	24 <i>0.954</i>	136
Total	36	36	36	36	36	180

2024 Offers at CGA (Applications: 570)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan	1	0	0	1	1	3
Looked After Child	0	1	0	1	1	3
Sibling	2	5	11	6	6	30
Distance <i>Maximum Distance (miles)</i>	33 <i>0.985</i>	30 <i>0.878</i>	25 <i>0.607</i>	28 <i>0.898</i>	28 <i>0.875</i>	144
Total	36	36	36	36	36	180

2022 Offers at CGA (Applications: 568)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan	2	1	1	1	1	6
Looked After Child	0	0	3	1	0	4
Sibling	7	5	14	12	5	43
Distance <i>Maximum Distance (miles)</i>	27 <i>1.012</i>	30 <i>0.998</i>	18 <i>0.696</i>	22 <i>0.686</i>	30 <i>0.841</i>	127
Total	36	36	36	36	36	180

2023 Offers at CGA (Applications: 587)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan	1	2	1	0	2	6
Looked After Child	0	1	1	2	1	5
Sibling	5	7	8	10	11	41
Distance <i>Maximum Distance (miles)</i>	31 <i>0.911</i>	27 <i>1.125</i>	26 <i>0.844</i>	24 <i>0.857</i>	22 <i>0.794</i>	130
Total	37	37	36	36	36	182

2021 Offers at CGA (Applications: 653)

Admission Criteria	Band A	Band B	Band C	Band D	Band E	Total
Education, Health & Care Plan	0	3	0	0	4	7
Looked After Child	1	0	1	0	0	2
Sibling	7	12	11	7	12	49
Distance <i>Maximum Distance (miles)</i>	29 <i>0.915</i>	22 <i>0.73</i>	26 <i>0.838</i>	30 <i>0.818</i>	22 <i>0.799</i>	129
Total	37	37	38	37	38	187



OPEN EVENTS

Opportunities for those looking for a Year 7 place in September 2027

Date	Event Type	Time	Status
18 September	LIVE TOURS	9.15 - 10.30 AM	Fully booked
24 September	LIVE TOURS	9.15 - 10.30 AM	Fully booked
29 September	LIVE TOURS	9.15 - 10.10 AM	Fully booked
8 October	OPEN EVENING	5.00 - 7.30 PM	Open
15 October	LIVE TOURS	11.45 - 12.20 AM	Open



CGA's strengths are the variety of clubs, the sports and music, the excellent teaching, challenging the girls to strive and achieve more than what they think they can.

Year 7 parent

It is such a great school with excellent teaching and pastoral support. The results across the board from BTEC to A-Levels are so impressive.

Year 11 parent

I feel very well informed and connected by the emails informing us of our child's achievements. Thank you for all your efforts in teaching our children.

Year 7 parent

The best thing about CGA is the supportive, challenging and encouraging teachers.

Year 9 parent

Thank you all at CGA for the brilliant work you are doing to support students' wellbeing and happiness! The ethos and atmosphere at CGA is hugely positive.

Year 11 parent

CGA has always been a wonderful, welcoming place and I have loved hearing and seeing the rapport that our child has had with her teachers and other staff.

Year 13 parent



[www. Prospectus & Why Choose a Girls' School](#)



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PROSPECTUS

Arrive with a dream, leave with a future





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Challenge, Wellbeing, Teamwork

SEND at Clapton Girls' Academy

SEND at Clapton Girls' Academy

Everybody is a genius.



But if you judge a fish by its
ability to climb a tree, it will
live its whole life believing
that it is stupid.

Albert Einstein.



Equality vs Equity





Getting the language right...

Neurodivergent vs Neurotypical

A relatively new term, neurodivergent simply means someone who thinks differently from the way the majority (referred to as neurotypical) expect.

ADHD, ASC, Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia, Tourette's.



Challenge, Wellbeing, Teamwork

Dyslexia	ADHD	Autism
• visual thinking • creative and interconnected thinking • navigation • big-picture thinking • pattern recognition: useful for prediction • spatial knowledge • sharper peripheral vision • narrative reasoning • verbal communication • good at reading people	• curious • highly engaged in the moment • energetic • creative • persistent • adventurous • big-picture thinking • thinking outside the box • copes well with unpredictability	• attention to detail and observational skills • logical • long-term memory and recall of details • unswayed by peer pressure • reliable, loyal, honest • non-judgemental • knowledge of routines and desire for accuracy and order • ability to hyper-focus • thinking outside the box • visual learning • good vocabulary (though they do not always understand the words they use)

 **INDEPENDENT**
GCHQ targeting dyslexic and neurodiverse people in recruitment drive, spy chief says
'With the right mix of minds anything is possible, and dyslexics are definitely part of that mix.'

Which of these skills are particularly useful in employment?



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Challenge, Wellbeing, Teamwork

Colin
Gall



Eve Davey-
Maclachlan



Assistant Headteacher: SENDCo

LEARNING SUPPORT ADMIN OFFICER

Quay
Beale



Year 11

Sharnah
Fenton



Year 10

Amandeep
Kaur



Year 9

Caroline
Dennish-
Ross



Year 7

Olapeju
Omoyeni



Year 8

Paula
John



Year 9

Stacey
Willis



Year 8

Yinka
Morawo



Year 7

Aaliyah
Dickens



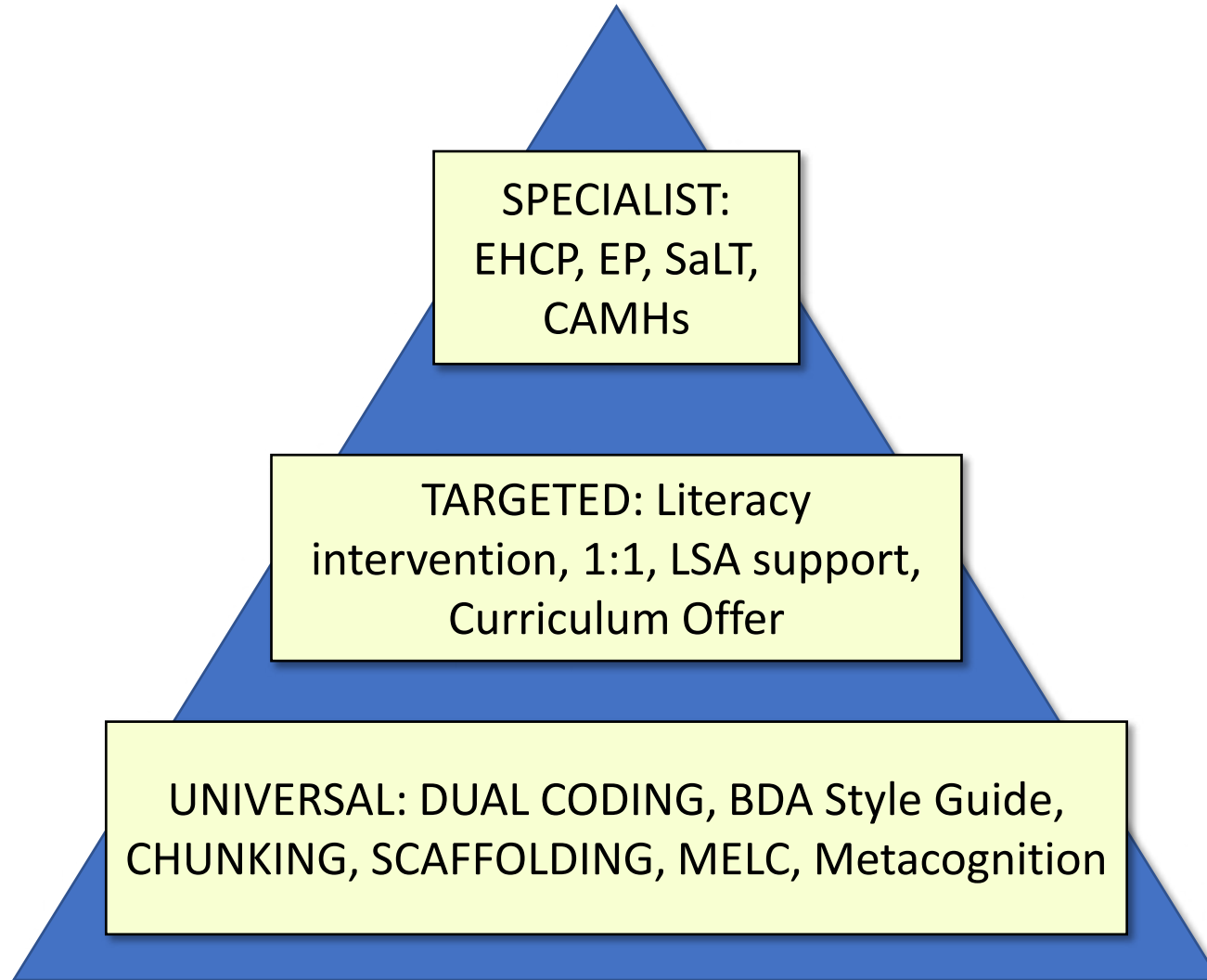
Year 11

Hafsa
Khan



Year 10

LEARNING SUPPORT ASSISTANTS





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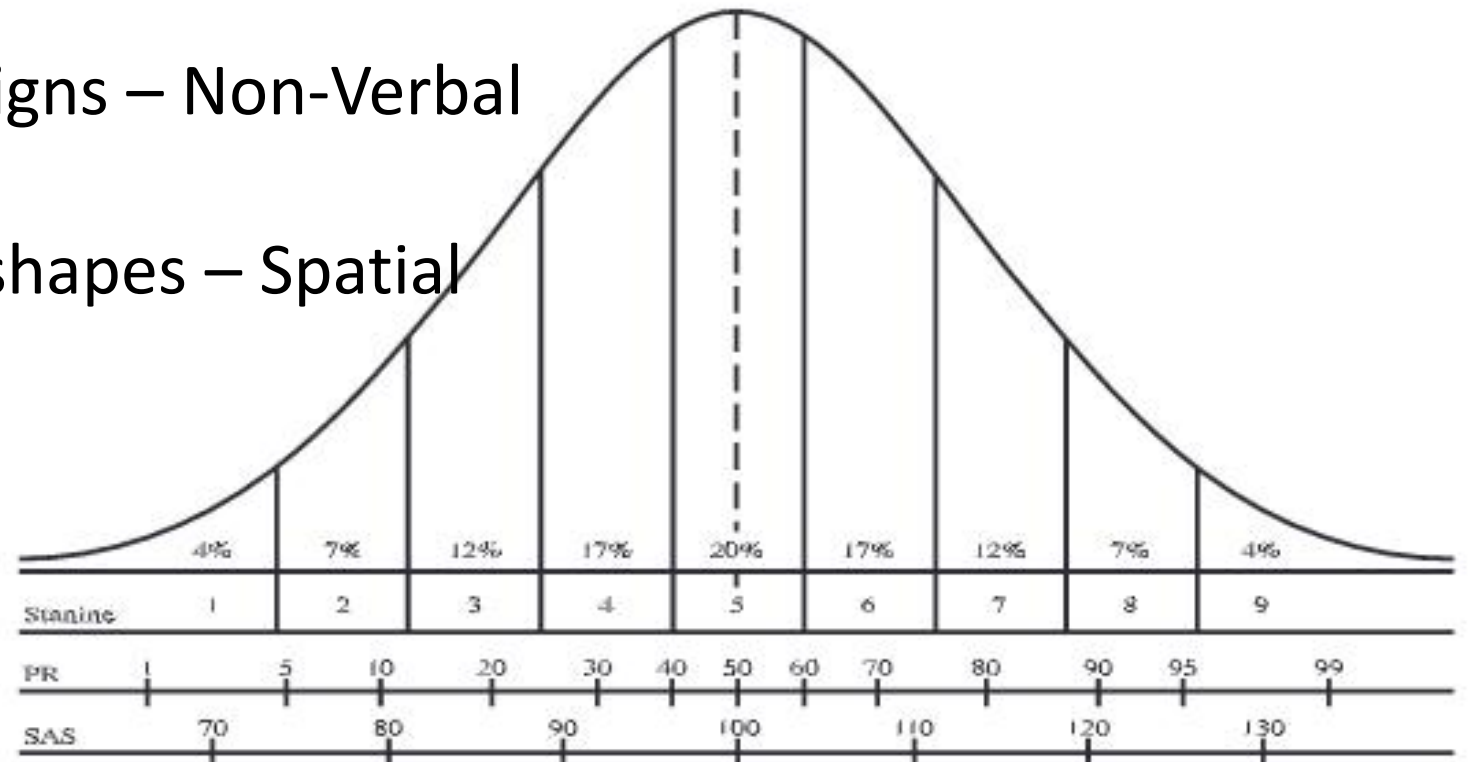
Challenge, Wellbeing, Teamwork

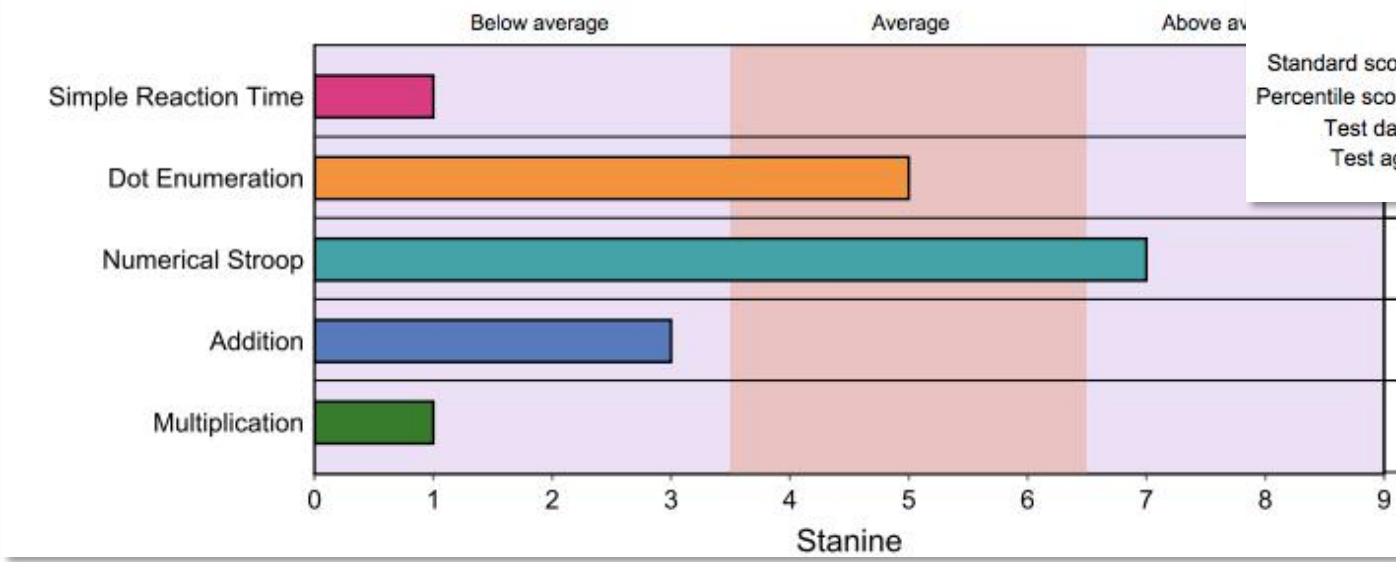
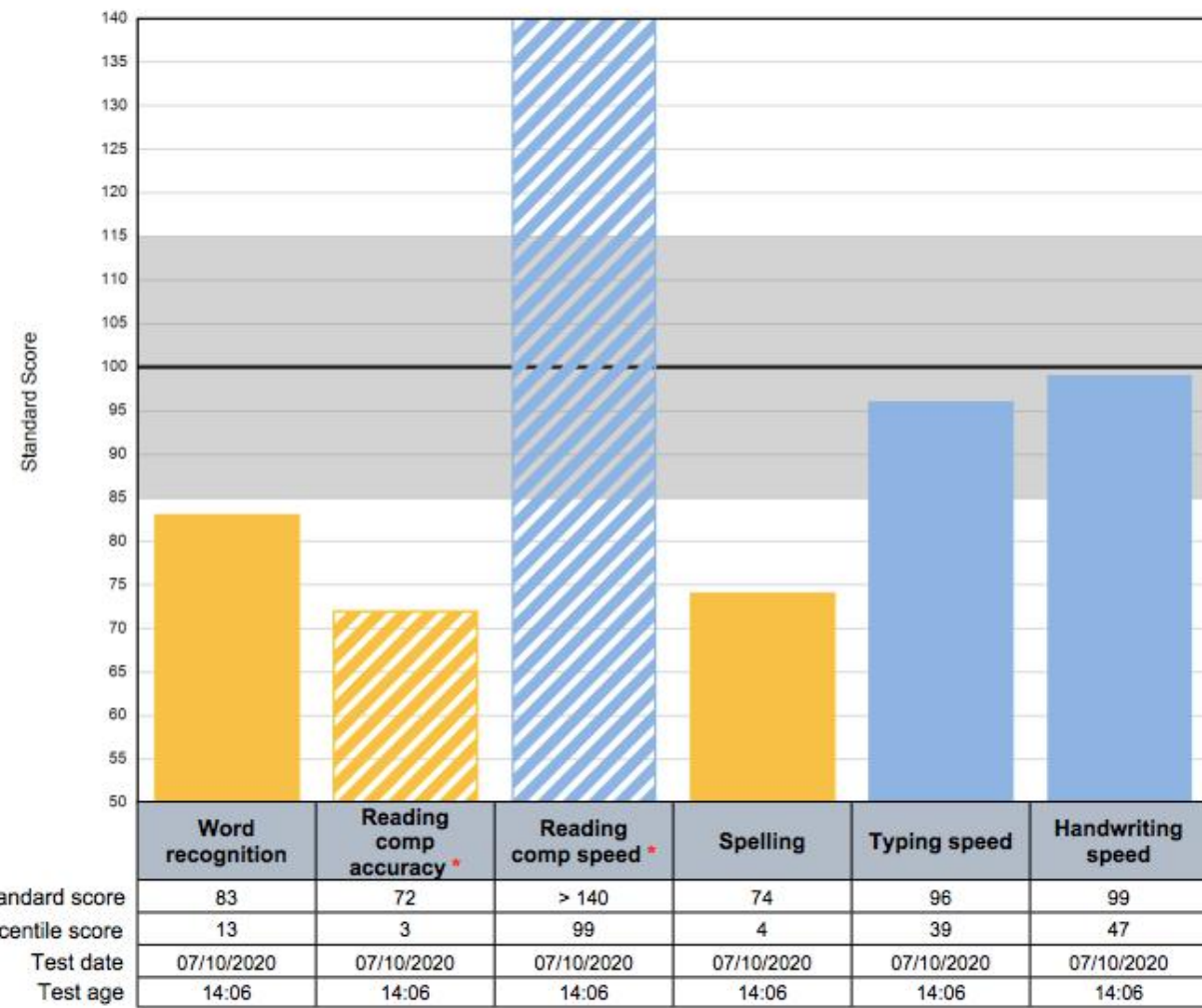
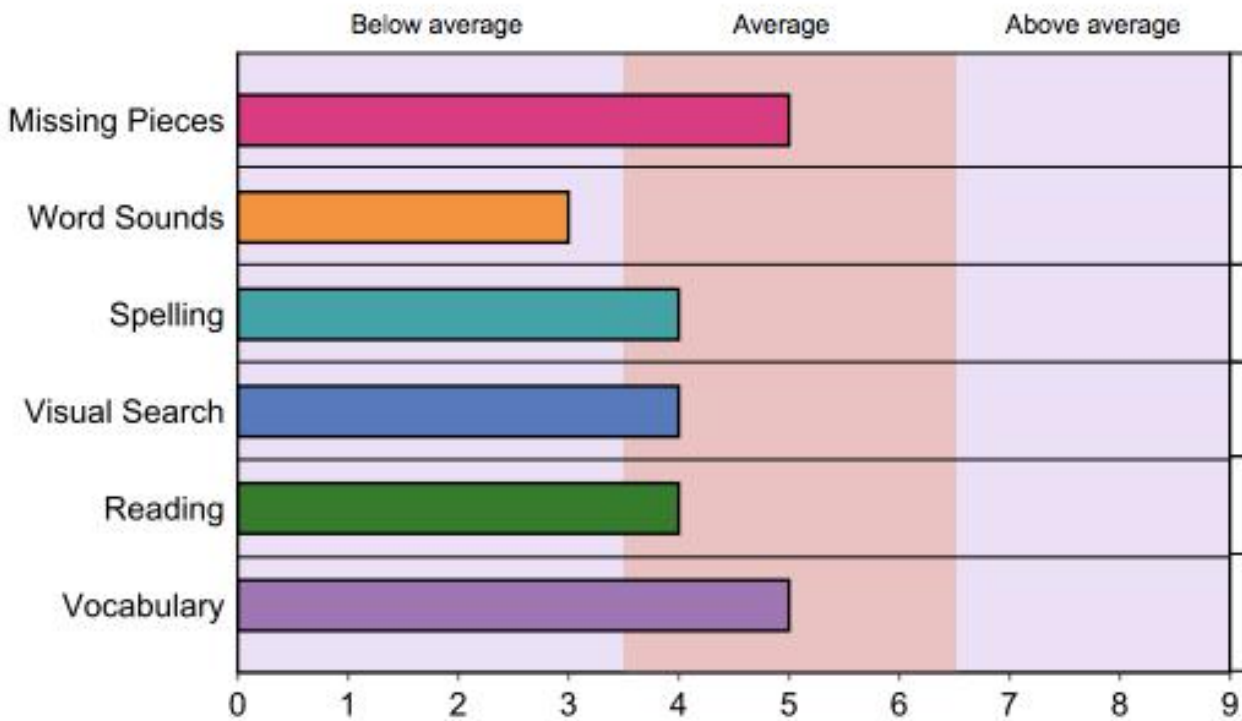
Knowing Our Students



Cognitive Ability Test 4

- Reasoning with words – Non-Verbal (dyslexia)
- Reasoning with numbers – Quantitative (dyscalculia)
- Reasoning with shapes and designs – Non-Verbal (dysgraphia)
- Mentally manipulating precise shapes – Spatial (dyspraxia)
- Mean average of the scores
- 100 = national average
- Below 84 = significant issues





- Dyslexia Screener
- Dyscalculia Screener
- Lucid



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Student Passport

Student Name:

Reg Group: N

Current Interventions:

Sensory Circuits, Touch
Typing, SALT sessions,
Emotional Regulation work

Medical Need

None

SEN Status: E

SEN Need: Social
communication, poor short
term memory and sensory
processing.

CATS Verbal: 119

CATS Non-Verbal: 104

CATS Quantitative: 97

CATS Spatial Awareness: 102

Access Arrangements: None

Strategies that teachers use to support me:

- Please read through my EHCP
- I may need support to organise my work.
- Sensory breaks with movement are a good way to get me regulated
- I hyper-focus when I am interested in something. To switch focus or end a task I need time, a few reminders to end something.
- Be very clear and direct about what you expect from me.
- Where possible, limit unnecessary noise.
- Break down more lengthy tasks into steps.
- Don't force me to look at you as recognition of my attention.
- Watch out for my masking, I will be trying very hard to appear ok.
- Groupwork is challenging for me for a number of reasons.
- Help me spot when I am dysregulated and need a break.
- Please be patient when I make or repeat mistakes.

I would like you to know that:

- I am intelligent, articulate, and capable.
- My brain works slightly differently so I can find some subjects too slow and boring while others can be challenging.
- I have good sense of humour and I am creative.
- I sometimes misunderstand social rules but I am a good friend when I meet the right people.

Something About Me:

- I find making friends or starting conversations with peers tricky.
- I can lack confidence around new peers or older children.
- I feel more at ease with adults.
- I respond really well when given responsibility.
- I respond really well to constructive support and praise.
- I can be overly sensitive to criticism



“Reasonable adjustments” and access arrangements.

5.1 Supervised rest breaks.....	
5.2 25% extra time	
5.3 Extra time of up to 50% (between 26% and 50% extra time)	
5.4 Extra time of over 50%.....	
5.5 Computer reader/reader.....	
5.6 Read aloud and/or the use of an examination reading pen.....	
5.7 Scribe/speech recognition technology	
5.8 Word processor.....	
5.9 Braille transcript.....	
5.10 Prompter.....	
5.11 Language Modifier	
5.12 Live speaker for pre-recorded examination components.....	
5.13 Communication Professional (for candidates using Sign Language).....	
5.14 Practical assistant.....	
5.15 Alternative site for the conduct of examinations.....	
5.16 Other arrangements for candidates with disabilities.....	
5.17 Exemptions	
5.18 Bilingual translation dictionaries with 10% extra time	



How is support accessed and tracked?



Interventions recorded

Provisions					
Provision Type	Start Date	End Date	Cost	Frequency	
Other	01/09/2020	31/12/2020	60.00	12 sessions	
Literacy Support	01/09/2020	01/01/2021	16.00	12 sessions	

LEARNING SUPPORT ASSISTANTS

Mon2	Tue2	Wed2	Thu2
		Wed2:REG LRC	
Mon2:1 Science C13	Tue2:1 Maths P53	Wed2:1 Spanish P62	Thu2:1 ADMIN P62
Mon2:2 Spanish P62	Tue2:2 ADMIN P62	Wed2:2 PE OUT	Thu2:2 SENSORY P62
Mon2:3 Science C28	Tue2:3 Spanish P60	Wed2:3 1-TO-1 P60	Thu2:3 Maths P53

EHCP Needs and 'K' funding

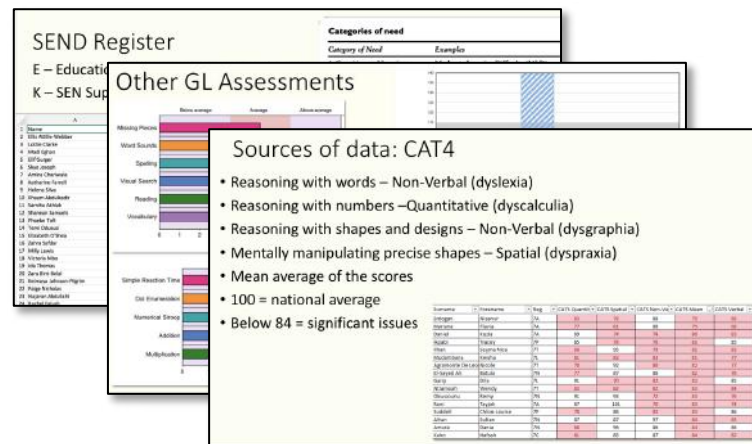
Year	Level	Element 3	Plus Element 2	Additional services			LA's
		Funding	Funding	OT Hrs	SA/T	SA/T cost	LA Hrs
6	Level 1	£4,985	£10,985	0	16	£928	2
6	Level 1	£4,985	£10,985	10	11	£638	3
6	Level 3	£5,842	£12,842	16	12	£695	4
6	Level 4	£12,034	£18,034	0	11	£638	10
6	Level 3	£5,842	£12,842	0	14	£812	4
6	Level 2	£6,397	£12,397	0	20	£1,160	3
6	Level 1	£4,985	£10,985	0	0	£0	3
6	Level 4	£12,034	£18,034	0	0	£0	11
6	Level 1	£4,985	£10,985	0	14	£812	2
7	Level 1	£4,985	£10,985	0	0	£0	3
7	Level 3	£5,842	£12,842	0	0	£0	5
7	Level 1	£4,985	£10,985	0	0	£0	3
7	Level 3	£5,842	£12,842	0	0	£0	5
7	Level 4	£12,034	£18,034	0	0	£0	11
7	Level 3	£5,842	£12,842	0	0	£0	5
8	Level 2	£6,397	£12,397	0	0	£0	5
8	Level 1	£4,985	£10,985	13	17	£986	2
8	Level 2	£6,397	£12,397	0	14	£812	4
9	Level 4	£12,034	£18,034	0	23	£1,334	10
9	Level 4	£12,034	£18,034	0	0	£0	11
9	Level 3	£5,842	£12,842	18	17	£986	4
10	Level 1	£4,985	£10,985	0	14	£812	2
10	Level 1	£4,985	£10,985	0	12	£696	2
Top Up Total		£165,276	£309,276	57	195	£11,310	117

Prioritised by criteria

Provision Map Prioritisation

- Financial Transparency
 - Provision is based on hours per EHCP element 3 (high needs top up funding) for LA hours, EP, SA/T, Therapy etc. with staffing and SLA's reflecting this.
 - Individualised EHCP provision map clearly communicated in advance of the academic year (end of Summer term) and reviewed in the annual review process.
 - Element 2 'K' funding clearly accounted for in Additional Learning Admin, SENDCo, department 'on-costs'.
 - Element 2 funding communicated through school website and SEND Information Report.
- Equity of Provision
 - Maths, English, science are provisioned first with humanities taking spare lessons as a general principal for the provision map.
 - An exception to this is where VI students need support in PE or DT due to H&S.
 - An exception also where students have a clearly identified academic need (eg, dyslexia / dyscalculia, therefore a corresponding weighting in numerate / literate subjects).
 - EAL provision to operate as flexible to the level of need. Assessed threshold of basic English proficiency before student support is removed.
 - 72 hours are used to target SEND students to attend extracurricular clubs and activities (VI, LAC, ASC), deliver targeted clubs (jewellery making and cooking) and after-school provision for assistance with homework and Lexia in the LRC.

GL Assessment Data



PROVISION MAP

STUDENT TIMETABLE

Mon1	Tue1	Wed1
Mon1:1 Geography BAD P53	Tue1:1 IT YAA P51	Wed1:1 History ODN P53
Mon1:2 Spanish LEJ P53	Tue1:2 Alternative Prov CPL P61	Wed1:2 Library Pe WIP P53
Mon1:3 Science CUS P53	Tue1:3 Alternative Prov CPL P61	Wed1:3 Science CUS P53
Mon1:4A Maths HEM P51	Tue1:4A English PHK P53	Wed1:4A Art SLS P53



External Services



Education Psychology Service

What is it? The service works in partnership with families, educational settings and other agencies to improve their understanding of a child or young person's developmental, educational and psychological needs and how to meet them.

How do I refer? Each school has a link educational psychologist.

When should I use this service? This service should be used if you have any concerns regarding a child or young person's development, learning and emotional



Speech and Language Therapy (SaLT)

What is it? SaLT aims to improve children and young people's speech, language and communication skills by raising awareness of language and communication amongst those who work with them, equipping parents and adults to support the child's speech, language and communication and offering an evidence based service to children and young people with identified speech, language and communication needs.

How to refer? Directly to the SaLT linked to the school through your SENCO or [referral form](#) and send to huh-tr.SLTinfo@nhs.net

When should I use this service? When you have concerns young person's communication including their ability to understand what is said to them, to express themselves verbally, to communicate socially, and to interact or their speech. When a child has difficulties with communication they can sometimes rely on behaviour to express themselves or use behaviour to mask their communication needs.



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Challenge, Wellbeing, Teamwork



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Learning Support at CGA

Ms Fenton

Learning Support Assistant

[VIEW](#)