

STANBOROUGH SCHOOL



ADMISSIONS POLICY AND PROCEDURES

Legal Status:

- Complies with Part 6, Paragraph 24 (3)(a) of The Education (Independent School Standards) (England) (Amendment) Regulations 2013.

Applies to:

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related Documents:

- Single Equalities Policy
- Special Educational Needs and Disability Code of Practice (DfE 2014): 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.
- The Stanborough Schools admission procedures
- Attendance Policy
- Inclusion Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, within the Parents Policies Folder in the reception area, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Board of Governors undertake a formal biennial review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: ***Pending Ratification by the board***

Date: **November 2020**

Kaz James Interim Headteacher	Judy Clements Chair of Governors

Stanborough School is a selective co-educational independent school catering for boys and girls aged 11 to 16. Entry to Stanborough School is by assessment and in coming to a final decision on entry the Head teacher together with the appropriate senior staff will take other factors into consideration. The school will offer approximately 40 places per year group into the Secondary school (Years 7-8) and 40 places in (Years 9-11) if specific standards are met. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. Stanborough Secondary School admits pupils on the basis of an Entrance Examinations in English Language, Mathematics and Science, but entry is not based on academic criteria alone.

Stanborough is also based on receipt of a satisfactory reference from previous schools. An interview with a member of the Senior Leadership Team is then arranged for parents and the prospective pupil. The purpose is to gain further information relating to the interests of the prospective pupil, to seek to understand the expectations and aspirations of both parents and the prospective pupil, and to ensure that pupils and parents are supportive of the schools aims and ethos. Whilst priority is given to pupils of the Seventh-day Adventist faith, Stanborough School admits pupils from all religious backgrounds. We view the rich variety of ethnic and cultural background of its pupils as a strength and admit pupils of all academic abilities (see below). Stanborough International School admits pupils on the basis of interview or report from previous school. On entry into the school pupils are assessed in terms of level of English.

Admissions procedures

1. On receipt of a completed application form, with a handwritten essay (age related) from the child, along with an administration fee the child application is processed.
2. The child is invited to sit an entrance exam this is followed by an interview with the parents/guardian of prospective pupils. Prior to the interview, where possible, a copy of the latest school report should be sent to the school in advance. The school will obtain a reference from the head of the previous school as part of the entry criteria.
3. Prior to the child starting school, the school requires receipt of a recent medical certificate, along with any relevant information on the child's state of health.
4. Entry to the school requires the parents/guardian to pay a deposit to hold the place. They are also required to sign a statement on how fees will be paid: in advance, or by standing order. (The school can suspend the child if this agreement is broken, without prior arrangements being made).
5. Parents of children admitted to the school will be informed of data kept on their child and of their legal right to access this information.
6. In the case of Adventist children these procedures are followed:
 - a. Church ministers are required to sign a form verifying that the child has at least one parent/guardian that is a practising member of the church.
 - b. Parents can ascertain from their local church board if additional assistance towards the payment of the school fees might be available. Where payment is direct to the school, the church's contract with the school should be a signed statement that payments will be term/annual and by standing order.
 - c. When a child transfers from one Adventist school to another, the school should ascertain that no debt has been left at the other school.
7. At the start of each academic year there is an orientation day for new pupils and their parents. The school will also use this time to get a signed statement that payments will be term/annual or on standing order.
8. Where learning difficulties are severe, Stanborough School will make reasonable adjustments to ensure that the School meets the needs of the pupil.

Academic Performance

English as a Second Language (ESL) applicants are expected to be at or above a key stage level in their own native language school systems. Key stage placement of an applicant who is accepted to Stanborough is decided by the Registrar in collaboration with the Director for EFL and is not necessarily dependent on the key stage placement in a previous school.

Should any applicant's classroom performance indicate that ESL instructions may be required, an appropriate examination will be administered. Following the examination, the applicant will be placed in the ESL programme appropriate to the results.

Class Size

There is a maximum number of twenty pupils per class. In each class that has ESL pupils the proportion of ESL pupils may not exceed a level at which all applicants can effectively work in English. This number is determined for each class by the Registrar and the Director for EFL.

Transition

In Stanborough School there are two types of transition-the transition of primary school students to secondary school and on to GCSE and the transition of ESL pupils from the EFL program into the main stream classroom fully. The English Department will be advised, by the Director for EFL, concerning the progress of the pupil and the time for transition.

The EFL Department has a policy of bringing a pupil to achieve a pass at C2 level, City and Guild examinations, before they permit a move to full mainstream lessons. At that stage, according to consideration of all aspects of the general progress of a pupil, they may attend the English lessons alongside his/her peers, or if it is felt expedient, with the group in the year below. For example, there is currently a pupil who attends Year 10 and Year 11 English classes, to be immersed in language so that he may absorb idiom and fluency.

Participation is expected by the pupil in Oral work, even where this may prove difficult. Initially this would take place either with another ESL pupil or on a rotating basis, within a small group of other pupils. These pupils are selected for their clarity of enunciation and expression or their tolerant attitude towards their peers.

Further participation will occur as ESL pupils are expected to take notes, (which will be checked regularly by the delivering teacher). Initially these may well be 'broken', poorly spelt or grammatically incorrect, but involvement in the use of language produces improvement. Failure to improve will lead to inter-departmental discussions where the particular problems are addressed and, if necessary, further ESL training considered.

After a full half term, the ESL pupil will attempt to tackle written homework exercises. Initially, about 50% of the errors evident will be noted on the first page or paragraph, depending on the task, and then about 10% on subsequent work. The purpose is to offer advice concerning correct English in terms of idiom, agreement, spelling or tense, without de-motivating the pupil through expectations of perfection. As competence develops, so correction will become, correspondingly, more sophisticated and demanding.

During the subsequent half term, expectation will be for a full-length essay, with correction concentrating in ambitious vocabulary and complex sentence structures which are controlled and convincing. High levels of idiomatic expression and appreciation as well as fluency will be looked for within a well-organised and structured essay. Spelling errors will be underlined and the pupil will research the correct form.

From the time of entry to the integrated English set, the pupil will be presented with short stories from other cultures, to read as homework, such as 'The Pearl', GCSE Anthologies of short stories from other cultures such as 'Opening Words' (OCR) or 'Spotlight' (Edexcel) or AQA Option A Anthology 1998 to 2004. They then move to 'Roll of Thunder' and 'Of Mice and Men', supplemented by the video, and individual texts, especially mythology stories. There is a good selection in the School Library.

Longer novels not on the course, are recommended such as 'The Chocolate War', 'The China Coin' or 'The Chinese Princess', or even 'Shane'. Some have enjoyed 'Noughts and Crosses'. The criterion at this stage is motivation and courage to read longer works and enjoy them. If the pupil chooses a text

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him/herself, then the English tutor must make every effort to acquaint him/herself with the text, through discussion or skim reading, so share the enjoyment of that book.

The pupil moves on to the videos of Shakespeare and reading texts such as 'The Enchanted Isle' or 'Lamb's Tales from Shakespeare', before tackling a Shakespeare text in original language, Oxford School Edition. This will initially be supplemented by Letts notes, before moving on to Penguin or Coles notes where available, before embarking on York Notes as their understanding of language becomes more sophisticated.

Reassurance is essential, to bolster confidence and enthusiasm for the language. Word games such as 'Call My Bluff' where the pupil works in conjunction with another and challenges other pupils or the tutor are very popular and beneficial. Constant discussion is called for with the pupil, ESL Staff, Form Teacher and the Boarding Staff or the pupil's Mentor. Other Subject Staff often have a perception worth seeking through consultation and such professional discussions ensure that the English tutor is not the only provider of the English language or correction.

Records must be kept up to date regarding the progress and specific needs of these pupils. School reports must be specific to enable the parents/guardians to understand what has been assessed, what achieved and what needs to be done. Within the bounds of common sense, reports should discriminate with attainments of peers, but never forget the effect of severe criticism, especially over something as precious as what and how you say something.

Until an ESL pupil is fully integrated within an English class, a Grade C will be awarded*, assuming effort has been made, in half term grades so that GPA will not be distorted by language difficulties. (The ESL Department will grade according to their assessment procedures.) After full integration, normal grading will apply. A sudden drop in performance should not occur or the stages of progress will have been undertaken too early. In this event, a full discussion will occur within one working week of the results being issued with appropriate Staff.

As a School, we advertise that we offer a supportive, encouraging environment to enhance a pupil's learning opportunities. That is our pledge and the English Department will honour that. English is so enriching. Let us share it in any way possible.

Years 7 through to 11

Entry to Year 7 at the age of 11 is by our own entrance examination. We are mindful that each Primary school and Preparatory School works in a slightly different way and we are keen to enable every pupil to exhibit their skills. The entrance procedure to Stanborough School is therefore straight forward and accessible to all pupils whether they are joining us from a state school, independent school or from overseas. The entry procedure at 11+ is as follows:

- A one hour paper in English testing a pupil's ability to understand a piece of literature on which a range of questions will be asked together with a piece of creative writing based on that passage.
- An exercise in Mathematics which lasts one hour and asks questions appropriate to the age of the pupil.
- An exercise in Science which lasts one hour and asks questions appropriate to the age of the pupil.
- A confidential report from the pupil's current school giving information related to behaviour, motivation, strengths and baseline scores. An interview with a member of the Senior Management Team.
- Entry to Year 9 at the age of 13 will comprise a qualifying pre-test and interview before the proposed date of entry. The pre-test entry procedure at 13+ is as follows:
 - An exercise in Mathematics and English which lasts an hour each and asks questions appropriate to the age of the pupil.

- A one hour paper in English testing a pupil's ability to understand a piece of literature on which a range of questions will be asked together with a piece of creative writing based on that passage.
- An exercise in Science which lasts one hour and asks questions appropriate to the age of the pupil.
- A confidential report from the pupil's current school giving information related to behaviour, motivation, strengths and baseline scores. An interview with a member of the Senior Leadership Team Following the examination and interview, 13+ candidates will be offered a conditional place subject to the outcome of their Common Entrance performance (or equivalent) at the end of Year 8. For pupils not following Common Entrance, a guaranteed offer will be made following satisfactory results of the entrance examination.

For security of the examination past papers will not be issued. Completed examination scripts will remain the property of Stanborough School and will not be released. Stanborough School does not use Common Entrance papers for entry purposes.

English Paper: The paper tests a pupil's ability to understand a piece of literature on which questions will be asked together with a piece of creative writing based on that passage. The first question will be centered round a comprehension exercise based on a piece of given prose. The second question will be a piece of creative writing which may be based on the given piece of prose for question one.

Mathematics Paper: This will be formed of a series of questions which will cover areas of mathematical skill that the pupils should have covered in their current schools.

In addition to the written procedures outlined above, all pupils are invited to a personal interview with the Head teacher or member of the Senior Leadership team during the examination procedure. This will offer them the opportunity to celebrate their achievements to date whilst enabling them to illustrate their many skills other than the academic. Once the registration form has been submitted the Registrar will confirm their application and provide dates for the entrance examination. Places at Stanborough School are offered on completion of a successful interview, satisfactory performance in the entrance examinations and a positive reference from the pupil's current school.

References

Stanborough School aims to educate pupils who have a commitment to their work and will benefit from the structures operating at the school. For the benefit of all pupils at Stanborough School, those who have a poor attendance, behaviour or motivation record will not be considered for a place. A reference for each pupil seeking admission will be sought from the current school. This will be in the format of a questionnaire that will be simple for the school to complete but will give specific information enabling Stanborough School to make judgments. We are mindful that some parents will not wish us to formally contact their child's school at an early stage and therefore, as an alternative to the reference request, the latest copy of the child's written report will be acceptable.

Previous Achievement

The previous overall achievement of each pupil will be taken into consideration. Educational attainment data will reviewed and parents are asked to fill in the application form with details of school activities, hobbies, sports clubs and achievements etc.

Interview

We know that some pupils at a very young age do not necessarily shine in written examinations and therefore we place great emphasis on the personal interview. Each applicant will be invited into Stanborough School for a meeting with one of our senior staff. This will be an opportunity for pupils to share their strengths whilst undertaking some practical tasks. It is important for all candidates to perform well in the interview process as we consider it of equal importance to the written papers.

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Pupils attending Stanborough Schools

Stanborough Schools include both the Secondary and the International School. Our policy is that once a pupil has been admitted into any year at the school, we will guarantee continuity right through to the end of Year 11. This removes the stress many parents and pupils experience when they are expected to jump through repeated entrance examination hurdles at various stages of their school career. The final decision on admission rests with the Head teacher of Stanborough School.

Transfers from International School

Stanborough School uses the City and Guild Qualifications to determine the level of English for pupils who do not have this as their home language, English as a Second Language (ESL). When pupils have passed the C2 examination they are considered to be at a satisfactory level of English to become fully integrated into all subjects within Stanborough School. It should be noted that all ESL are integrated into normal classes at Stanborough School; to a great extent from their arrival at the school. They are withdrawn from various classes to attend ESL classes throughout the week. When they are withdrawn it is usually from classes where a high degree of English proficiency is expected and it is deemed that the pupil would be unable to maintaining a satisfactory level of performance in these classes. These subjects could include English, Religious Education, History etc. which all require a high level of English. They are not withdrawn from other core subjects such as Mathematics, the Sciences and IT where, in general, they show a greater level of progress because the requirements are less language-based.

Furthermore, it is a general policy that these pupils are not disadvantaged in their Grade Point Average (GPA) by marks being allocated below a C grade, which would be calculated into their GPA. Grade C is considered a satisfactory level of progress for the pupils within Stanborough School and, therefore, a satisfactory level for ESL Pupils.

Although most ESL pupils achieve a level C in some subjects soon after their arrival at Stanborough School, they are not transferred into Stanborough School until they have passed C2 level in their City and Guild examinations ESL exams.

Admission to International Stanborough School (ISS) for applicants who have not demonstrated native competency in English follow the same set of procedures and criteria as for all other applicants. In addition, these applicants may be required to take an examination for English proficiency.

Learning European Languages other than English

Applicants requesting to learn languages other than English (French, Spanish) may enter these classes for auditing and assessment. The Modern Foreign Language (MFL) Teacher will determine the competency of the applicant in the chosen language in conjunction with the academic performance in other subjects to determine the suitability of such request. –Kayon, Lorena and Priscilla-please check—Are you satisfied with this or any changes??

Pupils with an Education, Health and Care Plan (EHCP)

Stanborough School recognizes that some pupils have special educational needs whether that is because they require specific support related to learning difficulties or whether they are gifted. The school has the structure through small class sizes and additional support to work with pupils who may have been diagnosed as mildly dyslexic etc. Parents are invited to discuss their individual requirements with the SENCo to ascertain the extent to which the school can meet the individual needs of the child.

Where a pupil who has an Educational Health Care Plan (EHCP) of Special Educational Needs is admitted to Stanborough School, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the EHCP, including the full National Curriculum if this is specified.

We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. Any additional services that are needed to meet the requirements of the EHC Plan will be charged, either directly to the parents, or the Local Authority if they are responsible for the fees and Stanborough School is named in the EHC Plan. Our school has a policy and procedures for pupils with *Special Educational Needs and Disabilities* (SEND)

Pupils requiring English as an Additional Language

We do not regard pupils as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). However, pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet the Stanborough School academic criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at Stanborough School. Our school has a policy for pupils requiring *English as an Additional Language* (EAL).

Stanborough School offers specific support to pupils for whom English is an additional language if, as part of the entrance procedure to the school for Year 7 and above they successfully undertake an examination in English, testing their understanding of a piece of prose and the ability to create an imaginative piece of writing through the medium of written English. Pupils for entry to all years will have the opportunity to demonstrate their linguistic skills at interview.

ESL Admission / Transition

The ESL (English as a Second Language) programme of International School at Stanborough (ISS) is designed to assist applicants to reach a level of English proficiency necessary for all academic work.

Public Examination Entry

Applicants may enter GCSE or IGCSE subjects upon demonstrating competency in English through set examinations. The proficiency level expected of candidates is a pass at 'Intermediate' level at set examinations. External examinations are offered through the City and Guild Examinations Board.

Appeal against Admission Decisions

Parents may appeal against a decision not to offer a place at Stanborough School. The parents notice of appeal (stating their grounds for appeal) should be sent to the Head teacher in the first instance within 10 working days of the receipt of the written decision. The appeal will be referred to the appeals committee of the **G o v e r n i n g B o d y**. Appeal hearings will be held as soon as possible after receipt of the appeal. The appeal will be heard strictly on the basis of the application of the Admissions Policy. The decision of the appeals committee is final. There is no right of appeal against a decision of the appeals committee of the Governors.