



Wellingborough

## Wellingborough School Admissions Policy

Wellingborough School aims to be an inclusive co-educational school where all pupils feel valued by all with whom they come into contact during the course of their days. Staff are committed to treating all children with the same level of care and respect whatever their skills, attainments, disabilities or differences. We have an Admissions Policy to ensure that all entrants are considered fairly and in an appropriate manner regardless of age or entry point. The policy explains how children may join this Family of Schools at points across the age range 3 – 18.

Our policy is to be as inclusive in our admissions criteria as is consistent with the maintenance or enhancement of our academic standards within a co-educational environment. The policy is designed to enable the School to sustain the confidence of the parents of high-achieving children, whilst continuing to value considerable breadth of intake.

Wellingborough School aims to balance this inclusive admissions procedure with the need to ensure that all pupils receive their entitlement to unimpaired learning both inside and outside the classroom.

Our aim is to offer places at Wellingborough School to children who will benefit from the School's particular environment and its ethos and who will contribute to the maintenance and improvement of its standards, both inside and outside the classroom, whatever the point of entry. We want to be able to educate and develop each pupil we admit to the best of his or her potential, which should be broadly in line with the measurable standards set out in the section below for each part of the School. Academically and socially, the pupils must be able to thrive and their behaviour must not be detrimental to the progress of others.

If in our judgement a pupil is not thriving or is not showing a commitment to the School's ethos, in any part of Wellingborough School we may, after a proper level of consultation between the parents and the School, recommend that the child continue his or her education at another school.

Most of all we are interested in a young person's natural intelligence and curiosity, their appetite for learning and readiness to throw themselves into the School's wider life.

### **Parents' responsibility to their children and to the School**

- Parents must make the School aware of any relevant information regarding a prospective pupil's disability or any reason why the performance at any assessment may be below normal performance levels at the time of application. Parents will be specifically required to raise any issues when prospective pupils are invited to attend school for admission procedures and at any time thereafter when new information is to hand. In assessing any pupil or prospective pupil we may take such advice and require such assessments as we regard to be appropriate. Subject to this, we will be sensitive to any requests for confidentiality.

### **Children whose first language is not English**

- Wellingborough School may admit children whose first language is not English. The admission of such children will be based on our judgement of their linguistic capacity to access the curriculum. It is recognised that linguistic competence is likely to increase swiftly when they are being taught in English and mixing with English-speaking children. Accordingly allowances are made for children whose English is not fluent but whose general ability is clear. We do not employ specialist teachers of English as an additional foreign language. We aim to identify as early as possible a child who does not make the expected progress because of inadequate English language skills and will help parents to identify a suitable teacher whom they may employ to provide necessary help for their child.

### **Children whose application is to other than their chronological year group**

- Wellingborough School normally does not admit children to a year group other than their chronological year group. It is better for children to work in their chronological year group so that their peer-group comprises children who are at their level developmentally, physically and socially. If in a different year group there is a risk that a child will be disadvantaged or that his or her presence will disadvantage others in that group. Exceptions to this policy are occasionally made if there are good and sufficient reasons to suggest that the exception will benefit the child and not disadvantage other children in the target year group.

### **Special needs**

- Our policy is to apply the admission criteria to all pupils and potential pupils regardless of any disability of which we are made aware. We will however make reasonable adjustments so that no pupil or potential pupil is put at a substantial disadvantage at the assessment stage or thereafter because of his or her disability or difference. We will only make an offer of a place if we are confident, having taken into account any reasonable adjustments necessary, that the pupil will be able to access the full curriculum at the appropriate point, working at the expected academic level as stipulated in the Admissions Policy. The School has a range of approaches for providing support and this needs to be discussed following the assessment and before entry. The School aims to support all pupils and although we employ staff with specific experience we may judge that a child's educational needs are such that specialist help beyond what is available at Wellingborough School will be required.

### **Siblings**

- Whilst we do our utmost to accommodate siblings, there is no automatic right to entry to any part of the School.

Where pupils joining Wellingborough School have had previous formal schooling, we will ask for a report from previous schools at the time of assessment/interview, together with a reference from the head teacher.

# Admissions

## Pre-Prep

The majority of our children join us at 3 years of age in the Nursery. There is a small entry at Reception (4 years) and occasional places in Years 1, 2 and 3. (5-8 years).

Places in Nursery are allocated in order of registration. Before a place is confirmed, a child will visit the Nursery for a morning session so that we can make sure they are ready to enjoy all the opportunities we offer. We also make an informal assessment of their readiness to play and learn harmoniously with others. Once a place has been confirmed, children then enjoy coming to our pre-entry afternoons with their parents (and often little brothers and sisters too!). These sessions help new pupils to become familiar with the setting and confident to be left when term begins.

Pupils joining at 5 years or above will spend a morning or day in school so that we can assess their progress in Literacy and Numeracy. This is so that we can ensure that they are not made unhappy by the pace of work, and to check, in so far as it is possible, that they will attain the level required for Prep School entry at age 8.

We also take account of their general attitude to learning and their consideration of others. In this way, we hope to ensure that all children can enjoy their time in school together, and progress to the best of their ability. Whilst our standards and expectations are high, we nevertheless have children with a wide spread of abilities and talents and aim to provide appropriate challenge for them all.

Occasionally, it may become clear that a child's best interests will not be served by passage to the Prep School. If this is likely to be the case, parents are advised well in advance so that alternatives can be explored whilst the child continues to receive appropriate and sympathetic support in the Pre-Preparatory School. It is sometimes in a pupil's best interests for a move to another school to coincide with the end of Year 2 in Key Stage One (i.e. at the age of 7).

## Prep School

### **Admission at Year 4**

On entry into the Prep School at Year 4 there are three forms. The Year 4 admission procedure, for those not coming from the Pre-Prep, involves the children coming into school for a morning to complete various tests, including a VR (Verbal Reasoning), and NVR (Non-verbal Reasoning) test.

### **Admission to other year groups**

An extra class is added at Year 7 and the entry procedure involves various tests, including a VR test (Verbal Reasoning), NVR test (Non-verbal Reasoning) and a piece of written English. Children are admitted to other year groups in the School according to criteria similar to those described in the preceding paragraph. We are happy to admit children to other year groups where places are available.

Children who have sat the Foundation Scholarship exam (see separate details) for entry into Year 7 but have been unsuccessful will not need to sit another entry test if their results and school report prove to be acceptable.

Our aim is that at the end of Year 6 pupils will have achieved a level equivalent to national norms (for example level 4 in KS2 SATs) and subsequently qualify for entry to Wellingborough

Senior School or any other senior school in Year 9. This will ensure that there is every chance for the pupil to have a fulfilling, happy and successful career at Wellingborough Prep School and emerge a confident and well-rounded child.

Occasionally, it may become clear that a child's best interests will not be served by passage to Wellingborough Senior School. If this is likely to be the case, parents are advised well in advance so that alternatives can be explored whilst the child continues to receive appropriate and sympathetic support in the Prep School. If it is in a pupil's best interests to move to another school, this may be best timed to coincide with the end of Year 6 or Year 8, depending on the nature of education that is sought following Wellingborough Prep School.

### **Senior School**

We seek to select boys and girls who will be happy and thrive here regardless of their background and previous educational experience. A sound academic foundation is necessary and we have minimum academic standards, including for all pupils from our own Prep School (see above). Those seeking to enter at S9 or S10 take an Entrance Assessment (ideally in January but this can be undertaken at some other point in the year) in English, Mathematics, Sciences and French, where appropriate. If an applicant is moving from an external Prep School then he or she will take a Common Entrance Examination in May of Year 8. Transfers into Year 11 are decided on individual cases since the curriculum offered at Wellingborough School is unlikely to dovetail neatly with the previous educational experience, in view of the external examination specifications being followed.

The offer of a place for **6th Form** entry is based upon interview, reference from the pupil's current school and predicted grades of a minimum 4Bs and 2Cs at GCSE with an expectation of at least B grades in those subjects to be taken at A level, where appropriate. Applicants with a differing educational background will be considered on their own merits. Confirmation of a place for all potential 6th form pupils comes in August after the publication of GCSE results. Transfers into Year 13 are decided on individual cases since the curriculum offered at Wellingborough School is unlikely to dovetail neatly with the previous educational experience in view of the external examination specifications being followed.

There is an expectation that new pupils into the 6<sup>th</sup> Form will contribute to the wider School community, and all pupils will need to demonstrate they comply with the expectations of the School, both in terms of behaviour and academic achievement, if they are to continue into Year 13.

Our own S11 pupils are expected to achieve the same standard to continue into the 6th Form.

This Admissions Policy will be reviewed annually; next review: September 2009