



Office of  
the Schools  
Adjudicator

## Determination

**Case reference:** REF4086

**Referrer:** A parent

**Admission authority:** The Willow Learning Trust for Glenthorne High School, Sutton

**Date of decision:** 22 September 2022

## Determination

I have considered the admission arrangements for September 2023 for Glenthorne High School, Sutton, in accordance with section 88I(5) of the School Standards and Framework Act 1998 and find that the arrangements do not conform with the requirements in the ways set out in this determination.

By virtue of section 88K(2) the adjudicator's decision is binding on the admission authority. The School Admissions Code requires the admission authority to revise its admission arrangements within two months of the date of the determination.

## The referral

1. Under section 88H(2) of the School Standards and Framework Act 1998, (the Act), an objection has been referred to the Office of Schools Adjudicator (OSA) by a parent (the referrer), about the admission arrangements (the arrangements) for Glenthorne High School, Sutton (the school), for September 2023. The date of the objection was 30 May 2022. The deadline for an objection to the arrangements for 2023 is 15 May 2022 and consequently the objection was out of time for 2023 and any preceding years.
2. The main thrust of the objection was that the admission arrangements in preceding years did not allow for reasonable adjustments for children with disabilities in the test for banding. I have seen governing board minutes for the Trust which show that the admission authority has taken legal advice which has confirmed that reasonable adjustments must be made. I agree that such adjustments must be made where relevant is required by paragraph 1.32 b) of the Code which states that admission authorities must: "ensure that

tests are accessible to children with special educational needs and disabilities, having regard to the reasonable adjustments for disabled pupils required under equalities legislation”.

3. Appendix E to the admission arrangements for September 2023, which describes the information required for registration for the banding test, asks parents to provide any additional information “which the school need to be aware of before the tests, such as if the child has any Special Educational Needs or if there are any medical issues that may affect the child during the tests, such as diabetes or an allergy”. The school have confirmed that changes will be made to the arrangements for the test to allow for reasonable adjustments.

4. I am satisfied that the admission arrangements for 2023 make provision for reasonable adjustments to be made and consequently I make no finding of a failure to comply with the provisions of the Code on this point.

5. The parties to the case are the academy trust, the local authority and the referrer.

## **Jurisdiction**

6. The terms of the Academy agreement between the Willow Learning Trust and the Secretary of State for Education require that the admissions policy and arrangements for the academy school are in accordance with admissions law as it applies to maintained schools. These arrangements were determined under section 88C of the Act by the Willow Learning Trust which is the admission authority for the school on 21 February 2022 on that basis.

7. As the deadline was missed, the case cannot be treated as an objection. However, as the arrangements have been brought to my attention, I have decided to use the power conferred under section 88I(5) of the Act to consider whether the arrangements conform with the requirements relating to admission arrangements and I am treating the objection as a referral.

8. The referrer has asked to have their identity kept from the other parties and this request has been agreed by the Chief Adjudicator.

## **Procedure**

9. In considering this matter I have had regard to all relevant legislation and the School Admissions Code (the Code).

10. The documents I have considered in reaching my decision include:

- a) the referrer’s form of objection dated 30 May 2022 and subsequent submissions;
- b) copies of the minutes of the meeting of the governing board at which the arrangements were determined;

- c) a copy of the determined arrangements;
- d) comments from the admission authority on the matters raised, supporting documents and subsequent correspondence; and
- e) comments of the local authority on the matters raised.

## Background

11. The school is an academy with a sixth form for boys and girls aged 11 to 18 situated in the London Borough of Sutton.

## Consideration of Case

12. The admission arrangements (but not the appendices) are set out in Attachment 1 to this determination.

13. The provisions of the Code with general relevance to the points I have considered are set out below.

14. For all admission arrangements in paragraph 14:

“14. In drawing up their admission arrangements, admission authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are fair, clear, and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated.”

15. And for oversubscription criteria in paragraph 1.8:

“1.8 Oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or school trips do not discourage parents from applying for a place for their child. Admission arrangements must include an effective, clear, and fair tie-breaker to decide between two applications that cannot otherwise be separated.”

16. The matters which I have considered and my conclusions are set out in the following paragraphs.

17. **The Published Admission Number.** The admission arrangements for 2023 state that there are 247 places available, continuing “included within this figure are” 223 banding places, 24 performance arts aptitude places and 4 places in the Autistic Spectrum Disorder (ASD) Base”. This comes to 251 places. I find that this is not clear as required by paragraphs 14 and 1.8 of the Code.

18. The school have informed me that in fact the places for children with Education, Health and Care Plans and the places in the ASD base are included within the places for banding and performance arts places and has stated that the wording will be amended to make this clear.

19. The overall number of places at the school is not clear. The PAN is 247 although there are references in documentation to there being 290 places available. The school have explained that over the last three years they have taken, at the local authority's request, a "bulge class" so admitting 43 pupils over the PAN of 247, giving a total of 290 available places. The PAN remains unchanged. I make no finding on this point but recommend that the position is made clear in documentation relating to admissions.

20. **Looked after and previously looked after children.** Paragraph 1.7 of the Code states: "All schools **must** have oversubscription criteria for each 'relevant age group' and the highest priority **must** be given, unless otherwise provided in this Code, to looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted". The order of the oversubscription criteria places the aptitude places above the banding places. Priority is given to looked after and previously looked after children in each band but the aptitude places do not have provision for priority to be given to looked after and previously looked after children. This issue would only arise if there were more such children than places available within the banding places. I realise that in practice this is very unlikely to arise. However, if aptitude places are placed higher in the order than banding places it should be stated that the number of places available for aptitude will depend on there being sufficient banding places for all looked after and previously looked after children. To put it another way, it would be unlawful for arrangements to provide for any child who is not looked after or previously looked after to gain a place at the expense of a looked after or previously looked after child. This also means that where banding is deployed, if, in the unlikely event that the number of looked after and previously looked after children in any one band exceeded the number of places in that band, all looked after and previously looked after children would still need to be admitted with the number of places available in other bands commensurately reduced.

21. **Home address.** In the section headed Home Address and Distance Calculation it is not clear what is meant in context by the sentence "In some cases, where distance is a relevant factor in admission decisions, a different address may be used if a family unit owns or has access to another property". It is not clear in what circumstances this will apply and what effect it will have on decisions relating to home address The school have explained:

"This relates to the use of an address of convenience, commonly where an applicant may have rented a property whilst owning a property elsewhere, and the investigation (usually led by the Local Authority) has concluded that this has been deliberately done to gain advantage in the admissions process, and recommended the address to be used for admissions purpose is the owned property as the normal place of residence"

22. The process described in the explanation is clear and compliant with the Code and education law. However, that process is not apparent from the sentence which appears in the admission arrangements. I find that this is not clear and objective as required by paragraphs 14 and 1.8 of the Code.

23. **Tie Breaker.** The admission arrangements state that this is to be done by drawing lots, a form of random selection. Paragraph 1.35 of the Code states: “The random allocation process **must** be supervised by someone independent of the school, and a fresh round of random allocation **must** be used each time a child is to be offered a place from a waiting list”. This needs to be set out in the arrangements.

24. The school have agreed to amend the relevant part of the admission arrangements to comply with this requirement of the Code.

25. **6<sup>th</sup> form: progression into Year 13.** The admission arrangements set out the provisions as follows:

“Entry criteria for Year 13 To gain a place in Year 13, students must achieve the following:

- A minimum of a D grade in the Year 12 Exam in June to continue a course into Year 13. If a pupil does not achieve at least a D grade, but would like to continue, they have the opportunity to complete a re-sit during the summer holidays in August. If they achieve a D grade or above in the re-sit, they may continue with the course on a trial basis. They must sustain at least D grade performance in frequent assessments throughout the remainder of the year to continue. In the event that a student has a minimum target grade of a D, an E grade will be accepted for progression into Year 13.
- In BTEC, OCR or similar vocational courses, students must be completely up-to-date with all units to a standard of Pass level with at least one unit at a Merit level by the end of Year 12.”

26. Academic entry requirements are allowed for Year 12 (Code paragraph 2.6). The law states that a child who is on roll (as all Year 12 pupils are) can only be removed for one of the reasons set out in paragraph 8 of the Education (Pupil Registration) (England) Regulations 2006. Save in very specific circumstances this can only be on disciplinary grounds, not as a consequence of failure to meet specified academic requirements.

27. The school have explained:

“This aspect of our policy is not designed to improve our results, but as a supportive measure to help students to be successful in their courses by ensuring that they are achieving a minimum standard necessary for the successful completion of their courses in Y13; it is not in students’ interests to spend two years studying for a course that they fail. Students are not removed from roll if they do not meet the criteria, but we discuss a different course option with them for the specific subject in

which they are not meeting the minimum progression threshold. Please be aware that no students have ever been removed from roll for not achieving the criteria. However, we would of course remove this section from our admissions policy if requested to do so”

28. I accept that explanation. However, I find that that is not clear from the wording in the admission arrangements. For the wording to be clear it will need to be explicit that no pupil will be removed from roll as a result of not meeting an academic requirement.

29. **Banding.** The Code states:

“1.25 Pupil ability banding is a permitted form of selection used by some admission authorities to ensure that the intake for a school includes a proportionate spread of children of different abilities. Banding can be used to produce an intake that is representative of:

- a) the full range of ability of applicants for the school(s);
- b) the range of ability of children in the local area; or
- c) the national ability range.

30. Paragraph 1.26 of the Code reads (in part): “Admission authorities’ entry requirements for banding **must** be fair, clear, and objective.”.

31. The school’s banding provisions do not make it clear that banding is being used to produce an intake representative of one of these ranges. It must be clear which is the applicable range. The admission authority have explained that they use banding to produce an intake that is representative of the full range of ability of applicants for the school. The school explain the process and methodology as follows:

“The statistics of the banding score use the test scores from all the applicants to the school for that year, standardising them with an age correction, with band boundaries identical from year to year. If a test is harder the raw scores will be lower but the distribution will still be centred on the average score achieved by all applicants. Similarly the response to a test may lead to more spread out or more bunched scores and the use of standardised scores makes the band boundaries the same each year”

and:

“We decided in 2014 when this policy was introduced to have nine bands to enable us to select a range of pupils of different abilities to ensure a representative sample of applicants for the school. We chose nine bands to reflect the 9 CAT bands”

and:

“The standardised test score is a whole number value from a normal distribution with a mean of 100 and standard deviation 15, a common type of score as used in IQ tests and 11+ selection tests in the area. The central seven bands cover the range of marks 74 to 126 cover a range of +/- 1.8 standard deviations or approximately 92.2% of the population. From band 2 to band 8 the widths are 8,7,8,7,8,7,8 marks respectively. These widths were chosen as if they had all been 7 marks the boundary bands (band 1 and band 9) would have been too large and if they had all been 8 marks wide the boundary bands would have been too small”

and:

“the population statistics are derived from the results of all the students that have applied for the school and taken the tests in that year – so it takes the full range of ability of all the applicants for the school into account in the normalising process. The test score for all applicants is adjusted to a normalised score with a mean of 100 and with a standard deviation of 15”

and:

“The percentages are the same proportion as the area under a normal curve with mean 100 and standard deviation 15 rounded to the nearest percent and the number in each band is the rounded proportion of the total available places (e.g. 196)”

and:

“The mean and standard deviation of the scores varies from year to year a little with the difficulty of the test, but the normalising process means that the standardised score and band boundaries remain constant every year”

32. In summary the admission authority set the test, take the raw score and then adjust the scores for age. Having adjusted for age they then adjust the scores so that they fit a normal distribution curve with a mean of 100 and standard deviation of 15. The places they offer across the 9 bands will fit a normal distribution with mean 100 and standard deviation of 15.

33. One of the helpful tables in Appendix D to the admission arrangements sets out the number of places available per band and the number of applicants ranked in each band over the preceding three years. This shows for example, for 2021, a variation in the ratio of number of places to number of applicants from about 1:4 (Band 1) to 1:10 (Band 8). The admission authority have explained this as follows:

“We are aware of the variation in the ratio of number of places to number of applicants between bands. There are a number of possible reasons for the variation, but probably the most important factor is the fact that Sutton LA is an authority with selective, faith and independent schools: significant numbers of children in bands 5-9 decide to take places at selective schools and this can be seen in the maximum distance offered in each band. Banding was introduced to give a distribution of pupils

in a comprehensive school that mirrored the assumed normal distribution of the applicants...[W]hen the top part of the distribution is creamed off by the selective schools, [this] increases the chances of pupils in the higher bands being offered a place by Glenthorne compared to pupils in the lowest bands”

34. The banding is based on all applicants for places at the school. Because a significant number of more able applicants subsequently decide to take places at other schools the pool of applicants falling within the higher bands is reduced and so a higher proportion of pupils in those higher bands will be offered places. This is not something the admission authority can control and consequently I find no fault arises.

35. The admission arrangements refer to the “current national averages” on which it is stated the percentage and number in each band are based. The admission authority recognise that this phrase is misleading and that it needs to change the wording in the admission arrangements accordingly.

36. I am satisfied that the banding process produces an intake that is representative of the full range of ability of applicants for the school.

37. **Worcester Park places.** The “Worcester Park places” are places reserved for children who live within 1.5 km of the specified junction of a number of roads. The admission authority have explained that this criterion was introduced at the request of the London Borough of Sutton as this was a geographical area of the borough where children historically found it difficult to access secondary school places. Cheam High School also has a similar Worcester Park criterion, centred on a different location in Worcester Park.

38. A maximum of 27 places are available under this criterion. It should be made clear in the admission arrangements that these places are awarded within each band prior to the allocation of the remaining places. Although this can be inferred from the arrangements it should be made explicit in order to be compliant with the provisions of paragraphs 14 and 1.8 of the Code.

39. **Waiting List:** Paragraph 2.15 of the Code states:

“2.15 Each admission authority **must** maintain a clear, fair, and objective waiting list until at least **31 December** of each school year of admission, stating in their arrangements that each added child will require the list to be ranked again in line with the published oversubscription criteria. Priority **must not** be given to children based on the date their application was received, or their name was added to the list. Looked after children or previously looked after children allocated a place at the school in accordance with a Fair Access Protocol **must** take precedence over those on a waiting list.”



40. The waiting list provisions, set out under the In Year admissions provisions, state:

“Waiting lists will be maintained each year and reviewed at least twice a year and will be based upon the over-subscription criteria outlined in the admissions arrangements which were applicable when that year group originally entered Year 7. For the new Year 7 intake, the waiting list will be reviewed at the end of the Autumn Term, after which time banding and the Worcester Park criteria will cease to apply.”

41. The admission authority inform me that it will change the policy so that banding will continue to apply for the autumn term with offers to test new applicants who have not previously taken the banding test. Otherwise, those on the waiting list will be ranked according to the criteria set out in paragraph 1.4 of the admission arrangements.

42. **Aptitude places:** The school offer 24 places based on an assessment of aptitude in music, in dance and in drama. The assessment is based on scores awarded in workshops attended by the applicants. The law and the Code require that the test assesses aptitude and not ability. In my view it is not always possible to have a test that assesses aptitude to the total exclusion of ability. However, it is necessary to ensure that any element of ability is kept to a minimum. I am satisfied that the school’s tests achieve a test of aptitude rather than ability.

43. **Children with an EHCP and banding tests.** It should be clear that children with an EHCP naming the school will be admitted whether or not they have taken the banding test. In response the admission authority say “This is the case. We think this is clear from the statement in the policy in 1.1b: “All children with an EHCP which names Glenthorne High School will be allocated a place in the band in which they fall, regardless of whether the number of places within that child’s band have been exceeded.”

44. The quoted statement comes in a paragraph about admission to the school’s ASC base rather than relating to children with an EHCP in general. Moreover, it ignores the important fact that a child with an EHCP must be admitted even if she or he has not taken the banding test with the result that neither the admission authority nor anyone else will necessarily know into which band the child falls. While the statement in the arrangements confirms that children with an EHCP will be admitted it does not confirm that they will be admitted whether or not they have sat the banding test. I find that this is not clear as required by paragraphs 1.4 and 1.8 of the Code.

## Determination

45. I have considered the admission arrangements for September 2023 for Glenthorne High School, Sutton, in accordance with section 88I(5) of the School Standards and Framework Act 1998 and find that the arrangements do not conform with the requirements in the ways set out in this determination.

46. By virtue of section 88K(2) the adjudicator's decision is binding on the admission authority. The School Admissions Code requires the admission authority to revise its admission arrangements within two months of the date of the determination.

Dated: 22 September 2022

Signed:

Schools Adjudicator: Tom Brooke

# **Glenthorne High School**

## ***Achievement for All***

### **ADMISSIONS POLICY 2023**

## **1.0 Admissions for September Entry: Year 7**

1.1 Published Admission Number (PAN) for Year 7

1.2 Aptitude Places

1.3 Banding

1.4 Order of Priority/Over-Subscription

1.5 Worcester Park Places

1.6 Under-Subscription

1.7 Home Address and Distance Calculation

1.8 Tie Breaker

1.9 Notification and Acceptance of Offers

1.10 Late Applications

1.11 Waiting Lists

1.12 Appeals

1.13 Admission of Children Outside Their Normal Age Group

## **2.0 Admission to Years 7 to 11**

## **3.0 Sixth Form**

3.1 Published Admission Number (PAN) for the Sixth Form

3.2 Academic Entry Requirements

3.3 Transfer from Year 11 into Sixth Form by Internal Students

3.4 Admission into Sixth Form by External Candidates

3.5 Order of Priority/Over-Subscription

3.6 Applications

3.7 Appeals

**Appendix A:** Admissions Policy for ASC Opportunity Base

**Appendix B:** Entry Criteria for Sixth Form

**Appendix C:** Selective Places based on Aptitude in the Performing Arts

**Appendix D:** Useful Background Information for Parents/Carers

**Appendix E:** Banding Test Registration Information for Parents/Carers

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## 1.0 Admissions for September Entry into Year 7

**Open Evening : Wednesday 14<sup>th</sup> September 2022, 5.00p.m. to 9.00p.m.**

Glenthorne High School is part of the Pan London co-ordinated admissions scheme for secondary admissions. Parents must complete their Home Local Authority (LA) Common Application Form (CAF) and return it to their Home Local Authority by the closing date. Sutton's CAF is available in Sutton's Starting School booklet or on-line at [www.sutton.gov.uk/admissions](http://www.sutton.gov.uk/admissions). If you wish to apply for a place at Glenthorne you must name the school as one of your preferences on the CAF.

Open Evening information and admission criteria are published in the Sutton Admission Booklet. Further information is available on the school's website.

The School will use the following timetable for the Academic Year 2022-2023:

- September The on-line web form for the 24 selective places based on aptitude in the Performing Arts must be completed by midnight on **Friday 23<sup>rd</sup> September 2022**.

- October All applicants for the aptitude places in the Performing Arts will be invited to attend the Workshop Day on **Saturday 8<sup>th</sup> and Saturday 15<sup>th</sup> October 2022** if the on-line web form is completed in full, including a photo of the applicant, which will be used identification purposes only during registration for the tests and will not be used for any other reason. See Appendix C for further details.

CAF to be completed and returned to the applicant's home LA by **Monday 31<sup>st</sup> October 2022**.

All parents/carers who wish to register their children for the English and Maths banding tests must complete the on-line web form by **Monday 31<sup>st</sup> October 2022**. The registration process is open from **Friday 1<sup>st</sup> July 2022**.

- November Sutton LA will notify the school of every application received for the school.

All applicants who have who have fully completed the on-line web form through the school's website by **31<sup>st</sup> October 2022** will be invited to sit an English and Maths banding test on **Saturday 19<sup>th</sup> November 2022**.

All applicants unable to sit the English and Maths banding tests on Saturday 20<sup>th</sup> November 2021 due to illness or holiday will be invited to a second and final testing opportunity on **Friday 25<sup>th</sup> November 2022**. There will be no other opportunities beyond this date.

Applicants who have not registered by **31<sup>st</sup> October 2022** will not be invited to attend the English and Maths banding tests.

- January The School will provide Sutton LA with an electronic list of applicants in criteria order.
- March Offer letters will be issued by the applicant's home LA. The deadline for acceptance of a place is two weeks from the offer date.

## 1.1 Published Admission Number (PAN) for Year 7

Glenthorne High School has 247 places available in Year 7, including children with an Education, Health & Care Plan (EHCP). Included within this figure are:

- a) Children with an EHCP which names Glenthorne High School will be allocated a place before other applicants are considered.
- b) A maximum of 4 places in the ASC Base for pupils with an EHCP with mild ASC. ASC Base admissions must meet the following criteria:
  - Pupils must have an EHCP identifying ASC Spectrum Condition (ASC) as the prime need.
  - Pupils have demonstrated, within primary education, that they can access a mainstream education.
  - In cases of oversubscription, priority will be given to Sutton residents.

Please see the full ASC Base admissions criteria in Appendix A.

All children with an EHCP which names Glenthorne High School will be allocated a place in the band in which they fall, regardless of whether the number of places within that child's band have been exceeded.

- c) A maximum of 24 places for children with an aptitude in the Performing Arts. Please refer to Appendix C for further details.

## 1.2 Aptitude Places

Up to 24 places will be allocated to children with an aptitude in the Performing Arts (Music, Dance or Drama). Where all 24 Aptitude Places are not filled, the remaining places will be added to the other places available. Please refer to Appendix C for further details.

Children applying for an Aptitude Place may also be considered for banded places if they sit the English and Maths banding tests outlined in paragraphs 1.3 and 1.4. Applicants who are unsuccessful in gaining an Aptitude Place will be considered in accordance with the order of priority outlined in paragraph 1.4.

## 1.3 Banding

The remaining 223 places will be allocated to children using a "banding system", including children with an EHCP. All applicants will be tested and placed in one of nine ability bands based on their test results. The nine bands will be based on locally

standardised results in an English and a Maths test. The “banding system” is used to ensure a comprehensive intake of children of all abilities into Year 7. It is not used to select children with a higher ability over those with a lower ability. Once children have been placed in the band which accords to their test results, the mark they achieved will not be considered any further during the admission process.

**Pupils taking the English and Maths banding tests will be given priority, so it is imperative that all pupils seeking a place at the school sit the English and Maths banding tests.** In exceptional circumstances, in the case of inability to sit the English and Maths banding tests due to serious illness or a learning disability or difficulty, proxy indicators of ability from the Primary School will be used. Once the results are known, the children will be placed in one of nine bands (devised using locally standardised results) according to their results as follows:

Band	Test Result
Band 1	Below 74
Band 2	74-81
Band 3	82-88
Band 4	89-96
Band 5	97-103
Band 6	104-111
Band 7	112-118
Band 8	119-126
Band 9	Above 126

Places available are distributed between each of the nine bands. Indicative percentages / numbers below are based on current national averages as follows:

Band	Percentage of Places	Number of Available Places	Number of Available Places Under Worcester Park Priority
Band 1	4%	8	1
Band 2	7%	14	2
Band 3	12%	23	3
Band 4	17%	33	5
Band 5	20%	40	5
Band 6	17%	33	5
Band 7	12%	23	3
Band 8	7%	14	2
Band 9	4%	8	1
<b>TOTAL</b>	<b>100%</b>	<b>196</b>	<b>27</b>

## 1.4 Order of Priority/Over-Subscription within Each Band

Children will be ranked in the band in which they fall in the following order of priority:

### **Priority 1: Looked After and Previously Looked After Children**

A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangement or special guardianship order including those who appear to the Admission Authority to have been in state care outside of England and ceased to be in state care as a result of being adopted, will be ranked in the band in which they fall. A looked after child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their Social Services functions (see the definition in Section 22(1) of the Children Act 1989).

The children in this priority group will be ranked in their bands in order of the proximity of their home address to Glenthorne High School, with the closest having the highest priority, at the time of application.

### **Priority 2: Children with Exceptional Medical or Social Reasons for attending Glenthorne High School**



Children with exceptional medical reasons or exceptional social reasons for attendance at Glenthorne High School, rather than at any other school, where the applicant can show that Glenthorne High School is the most suitable school to meet the child's stated needs, why no other local school could meet those needs, and can outline what the difficulties would be if the child had to attend another school, will be ranked within this priority in the band in which they fall.

The children in this priority group will be ranked in their bands in order of the proximity of their home address to Glenthorne High School, with the closest having the highest priority.

Applications must be in writing and supported by written professional evidence for example, from a Social Worker, Health Visitor, Housing Officer, the Police, Probation Officer, Doctor or Hospital Consultant. Applications will be assessed by the Local Governing Body against a set of criteria.

### **Priority 3: Children of Permanent Staff Employed by Glenthorne High School**

- Children of permanent staff will be ranked in the band in which they fall where;
  - the member of staff has been employed at the school for two or more consecutive years at the time at which the application for admission to the school is made; **or**
  - the member of staff employed by the school has been recruited to fill a vacant post for which there is a demonstrable skill shortage.
- The children in this priority group will be ranked in their bands in order of the proximity of their home address to Glenthorne High School, with the closest having the highest priority.

### **Priority 4: Children with a Sibling at Glenthorne High School**

- Children who have a sibling at Glenthorne High School at the time of expected admission to the school, will be ranked in the band in which they fall.
- The children in this priority group will be ranked in their band in order of the proximity of their home address to Glenthorne High School, with the closest having the highest priority.

- The term sibling includes a brother or sister, a half-brother or half-sister, an adopted brother or sister, a step-brother or step-sister, or the child of the parent or carer’s partner. In all cases, the sibling must live as part of the same family unit as the child for whom a place is sought, at the same address from Monday to Friday each week.
- Where a sibling is in Year 11 or Year 12 at the time of application, they will be deemed as being in the school at the time of admission, unless their parent has specifically expressed that they will not be continuing into the following academic year.

## **Priority 5: Children Living in Proximity to Glenthorne High School**

- Children will be ranked in the band in which they fall, on the basis of the proximity of their home address to the school, with those living closer to the school receiving higher priority. The distance is measured in a straight line from the main front door of the school to the child’s home address.

### **1.5 Worcester Park Places : Children Living 1.5 Kilometre or Under to the Specified Junction**

- Children who live 1.5 kilometres or under from the junction of Langley Avenue, Boscombe Road, Dorchester Road and Clarkes Avenue in Worcester Park (the “Specified Junction”) will be ranked in the band in which they fall, subject to a maximum of 27 places be available under this priority. The distance will be measured in a straight line from the centre of the junction where the four roads intersect to the front door of the child’s home address, with those children living closer to the point receiving higher priority.

### **1.6 Under-Subscription within a Band**

- Once all places have been allocated following the criteria set out in paragraph 1.4 under Priorities 1 to 5 and under 1.5 to the Worcester Park Places, if any band has places remaining within it, these places will be allocated as follows:
  - Band 1 - to any remaining children in Band 2 who have not yet been allocated a place, in the same order of priority as outlined in paragraph 1.4;

- Bands 2, 3, 4, 5, 6, 7 and 8 - to any remaining children in the bands above and below who have not yet been allocated a place, alternating between the upper and lower bands between allocations and starting with the band above, in the same order of priority as outlined in paragraph 1.4;
- Band 9 – to any remaining children in Band 8 who have not yet been allocated a place, in the same order of priority as outlined in paragraph 1.4.

If, after carrying out this exercise, there are any places remaining in any band, they will be allocated to any children who have not yet been allocated a place, **irrespective of their band**, in the priority order above (Priorities 1 to 5 and the Worcester Park Places) as outlined in Paragraph 1.4 and then any other children without a place including those who didn't sit the English and Maths banding tests.

## 1.7 Home Address and Distance Calculation

- The home address is where a child normally lives. Where a child lives with parents with shared parental responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence. If a child's residence is split equally between both parents, then the parents will be asked to determine which residential address should be used for the purpose of admission to school. If no joint declaration is received and the residence is split equally by the closing date for applications, the home address will be determined to be the address where the child is registered with the doctor. However, all evidence will be taken into account. If the residence is not split equally between both parents, then the address used will be the address where the child spends the majority of the school week. In some cases, where distance is a relevant factor in admission decisions, a different address may be used if a family unit owns or has access to another property.
- All school admission applications for school places are subject to address checks to ensure school places are allocated fairly and in accordance with published admission arrangements. These checks will be conducted by the home Local Authority using council systems, agencies, fraud departments, other education settings, or other resources available to them. Where a fraudulent address or an address of convenience are found to have been used, the application and any subsequent offer may be withdrawn, and this may be the case even if the child has started at the school.

- Applicants living outside of England may only submit an application if they have a linked address within the Local Authority area, and documentary evidence must be supplied to show they will return to the address prior to the September in the year of entry; this address must not be an address of convenience.
- If you change address after completing your application, you must notify your Home Local Authority and provide evidence of the new address.
- All distances will be measured using a computerised Geographical Information System maintained by the home Local Authority.

## 1.8 Tie Breaker

- Where the order of priority between two children cannot be established because they live an equal distance from Glenthorne High School (or from the Specified Junction), the order of priority in which these children will be ranked will be decided by the drawing of lots.
- For the avoidance of doubt, this tie breaker will also apply to two children applying to enter Year 7 in the same academic year who live at the same address (for example, twins or step-siblings).

## 1.9 Notification and Acceptance of Offers

- Notification of offers of places will be sent to parents or carers by the home Local Authority on the National Offer Date, currently 1<sup>st</sup> March 2023. Written acceptance of the offer of a place should be received by the home Local Authority by the closing date as determined in the offer letter.

## 1.10 Late Applications up to 1<sup>st</sup> March 2023

- Application forms received after the closing date will be considered after those that were received on time, unless exceptional circumstances apply in accordance with the home Local Authority's rules on late applications.
- Changes of address up to 9<sup>th</sup> December 2022 may be considered if there are exceptional reasons for the change, such as if the family has just moved to the area, or has returned from abroad.

- If parents or carers are unsure whether their circumstances would be regarded as exceptional circumstances or reasons, the child's home Local Authority can be contacted for further advice.

## 1.11 Waiting Lists

- Where there are more children applying than the total number of places available in Year 7, a waiting list will be maintained. Children on the Year 7 waiting list will be ranked in accordance with the order of priority outlined in paragraph 1.4 above, with the children remaining in their bands, and not in relation to the date that the application was received or when the child's name was added to the waiting list.
- The waiting list for Year 7 admission will be kept open until the end of the Autumn Term 2023. The School will write to all parents/carers on the waiting lists in December 2023 and parents or carers who want their child to remain on the waiting list (which will become the In-Year waiting list) must complete and return the reply slip by the date specified.
- After 31<sup>st</sup> December 2023, parents or carers of children who are not already on the in-year waiting list must apply for an in-year admission through Sutton Local Authority Admissions, if they wish to apply for a place. In-Year waiting lists will be ranked in the order of priority outlined in paragraph 1.4 above, however the children will not be placed in bands.
- Waiting lists for all other year groups will be reviewed at least twice a year. Further information regarding mid-term admissions is contained in paragraph 2.0 below.
- Parents and carers should note that their child's position on the waiting list may go down as well as up. This is because other children might be added to the waiting list who have a greater priority for a place in accordance with paragraph 1.4 above, for example, when a new family move into a property which is closer to Glenthorne High School, or when a family who had not previously named Glenthorne High School as a preference, asks for their child to go on the waiting list after the initial allocation date.

## 1.12 Appeals

- Parents or carers have a statutory right of appeal under the School Standards & Framework Act 1998 if a place is not offered.

- Appeals for entry in September 2023 must be received by Friday 31<sup>st</sup> March 2023 at the latest. Appeals will be heard by the Independent Appeals Committee within 40 school days of the appeals deadline.
- Appeals received after this date, where possible, will be heard; however, this will depend on the date the appeal is lodged and cannot be guaranteed. Where it is not possible to hear these appeals, the appeal will be heard as quickly as possible, but appeals lodged after Friday 19<sup>th</sup> May 2023 will not be heard by the end of the Summer Term.

## **1.13 Admission of Children Outside Their Normal Age Group**

- Children are educated in school with others of their age group. However, parents may request that their child is exceptionally admitted outside their age group. The school will decide whether or not the individual child's circumstances make this appropriate, taking into account the child's individual needs and abilities and considering in which year group these needs can best be met. Such requests will only be agreed in exceptional circumstances.
- Decisions will be made on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group.
- All requests should include recent professional evidence of the child's circumstances which make education outside the age group necessary. Evidence must be of the individual child's need, rather than general factors which relate to a wider group of children born at a similar time.
- Parents requesting admission to an age group below the child's actual age should submit an application for the child's actual age group before the relevant closing date. The request for later admissions should accompany the application. This enables the application to be processed and a school place secured in the child's actual age group if the request is refused by the school. Parents will be informed of the outcome of their request.

## 2.0 In-Year Admissions into Years 7 to 11 (After 1<sup>st</sup> September 2023)

- Applications for admission to Year 7 after 1<sup>st</sup> September 2023 and for admission into Years 8 to 11 must be made to Sutton Local Authority Admissions on their In-Year Application Form. If you wish to apply for a place at Glenthorne High School, you must name the school as one of your preferences on the application form.
- Children applying for a place in Year 7 after 1<sup>st</sup> September 2023 will not take the English and Maths banding tests, and will be included on the Year 7 in-year waiting list ranked in accordance with the order of priority outlined in paragraph 1.4 above only.
- Waiting lists will be maintained for each year and reviewed at least twice a year, and will be based upon the over-subscription criteria/order of priority outlined in the admissions arrangements. For the new Year 7 intake, the waiting list will be reviewed at the end of the Autumn Term, after which time banding will cease to apply.
- Further auditions will be arranged as and when a vacancy arises for an Aptitude Place. Any applicants scoring 32 or above will be allocated a place or put on the ranked waiting list according to their score in the aptitude test. Applicants will be required to complete the In-Year application form in addition to the supplementary form for the Performing Arts.
- Parents and carers have a statutory right of appeal if a place cannot be offered. An appeal form is available from the school upon receipt of a written request. Appeals will be heard by an Independent Appeals Committee and must be heard within 30 school days.

## 3.0 Entry to the Sixth Form in September 2023

**Open Evening: Wednesday 12<sup>th</sup> October 2022, 6.00 p.m. to 8.00 p.m.**

- Pupils wishing to enter Glenthorne High School's Sixth Form may be in Year 11 at Glenthorne High School ("internal pupils") or following courses at other schools ("external candidates"). Internal pupils already on the roll in Year 11 and can transfer into Year 12 if they achieve the minimum entry requirements. Internal pupils will therefore not need to be formally admitted. External candidates do need to formally apply for admission to Glenthorne High School's Sixth Form. The academic entry requirements are the same for both internal pupils and

external candidates. There are also academic entry requirements to transfer from Year 12 to Year 13. Please refer to Appendix B for further details.

- The Sixth Form Prospectus is available from the school. The course booklet showing the range of courses available can be downloaded from the school's website.

### **3.1 Published Admission Number (PAN) for the Sixth Form**

- Glenthorne High School has a total of 200 places available in Year 12 for internal pupils and external candidates. The Published Admission Number (PAN) for external candidates is 30 places, however it is possible that the school may be able to offer more places to external pupils once it is known how many Year 11 pupils will be transferring to Year 12, and the level of enrolment for individual courses and subjects is known.
- Internal pupils and external candidates who have a minimum of five GCSEs at grades 9-4 including English Language or English Literature and the entry criteria for their chosen courses (see the subject entry criteria) follow three or four Advanced Level courses, three of which must be continued to the full Advanced Level.

### **3.2 Academic Entry Requirements**

#### **Academic Entry Requirements for Year 12:**

The academic entry requirements for each subject are contained in Appendix B.

### **3.3 Internal Pupils**

- Internal pupils should notify the school during Year 11 of their wish to stay on to follow courses in the Sixth Form, complete an application form and submit this to the school by the application closing date.

### **3.4 External Candidates**

- Applications for places from external candidates can be made by either the parents or carers of the candidate, or the candidate themselves. Places are allocated on receipt of the completed application form in accordance with the order of priority outlined in paragraph 3.5 below. If the selected course is full but there are still vacancies on other courses after considering all internal pupils' and external



candidates' applications, discussions will be held to establish if an alternative course can be offered.

### 3.5 Order of Priority/Over-Subscription

- External candidates who achieve the academic entry requirements for their chosen course will be allocated a place in a similar order of priority to those being admitted to Year 7, namely:

Priority 1: Candidates with an Education, Health & Care Plan (EHCP) which names Glenthorne High School

Priority 2: Looked After and Previously Looked After candidates

Priority 3: Candidates with exceptional medical or social reasons for attending Glenthorne High School's Sixth Form

Priority 4: Candidates who are the children of permanent staff employed by Glenthorne High School

Priority 5: Candidates with a sibling at Glenthorne High School

Priority 6: Candidates whose home address is closest to Glenthorne High School, in accordance with the measurement criteria in Priority 6 of paragraph 1.4 above. For the avoidance of doubt, the reference to the Specified Junction will not apply, and candidates living closer to Glenthorne High School will be given higher priority.

Further details in relation to the priorities can be found in paragraph 1.4 above.

### 3.6 Applications

- The on-line application form is to be completed by both internal pupils and external candidates and can be found on the school's website.
- Applications from internal pupils should be returned to the school by Friday 18<sup>th</sup> November 2022 and application from external candidates should be returned to the school by Friday 2<sup>nd</sup> December 2022.

## 3.7 Appeals

- If an external candidate is not offered a place, both the parents or carers and the student have a right to appeal, either jointly or separately. If appeals are lodged separately, both appeals will be heard together.

Ref: SHU/lbe/Admissions Arrangements for Entry in September 2023/230222