



**ADMISSIONS POLICY  
2019 to 2020**

**Senior and Junior Girls**

## Bolton School Girls' Division (Senior and Junior Schools) Admissions Policy

*This policy includes the following information: assessment arrangements in place for entry in to the Schools; educational and welfare provision for pupils with statements & EHC plans; educational and welfare provision for pupils for whom English is an additional language; arrangements for Misbehaviour and Exclusions; information about other information available to parents and prospective parents.*

### **The Aims of Bolton School are:**

*Bolton School seeks to realise the potential of each pupil. We challenge, encourage initiative, promote teamwork and develop leadership capabilities. It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.*

*We do this through offering:*

*A rich and stimulating educational experience which encompasses academic, extra curricular and social activities,*

*A supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.*

### **School's address:**

Bolton School Girls' Division, Chorley New Road, Bolton BL1 4PB; telephone: 01204 840201

Proprietors: The Board of Governors (above address/ telephone number)

Contact details of our Chairman of Governors:

(Until December 2019) Mr Michael Griffiths, c/o The Clerk to the  
Governors at the address above

(From January 2020) Mr Ian Riley, c/o The Clerk to the Governors at  
the address above

Our Headteachers:

Hesketh House (Years 3-6): Mrs Carol Laverick & Senior Girls (Years 7-13): Miss Sue Hincks

Bolton School Girls' Division includes two academically selective, independent, day schools, educating between them girls from Year 3 to Year 13 as well as a co-educational Infants' School, for which a separate policy applies.

The Girls' Division welcomes applicants from all backgrounds for the Junior and Senior Schools- see the section on Equal Opportunities below. The Girls' Junior School, under the Headship of Mrs Laverick accepts up to 50 girls at 7+ (Year 3) or at any age thereafter between Years 3 and 6, subject to the availability of places. The main points for entry into the Girls' Senior School, under the Headship of Miss Hincks, are 11+ (Year 7) and 16+ (Sixth Form). Admission to other year groups is dependent on there being vacancies.

Entry to the two schools is on a competitive basis: admission is subject to the availability of a place and to the candidate meeting the entry requirements at the time. The process involved at Junior School, Year 7, Years 8-11, and at Sixth Form is outlined below. Please note that the Headteacher's (Junior School) or Headmistress's (Senior School) decision in accepting or refusing a candidate in to the School is final. In order to ensure fairness and to protect the integrity of the system, results of assessments, including the Entrance Tests and the interview, are not discussed with parents or made public.

Whilst girls attending the Junior School do not have automatic entry to the Senior School at 11+, their parents and they will normally be warned in Years 5 and/or 6 if they are unlikely to pass the Entrance Exam. In order to move from Year 11 into the Sixth Form, pupils currently at the school should normally **achieve at least six passes at Grade 6** (or the equivalent

if iGCSEs or similar have been taken). They must have at least a **Grade 5 in English, Maths and a single Science/ part of the Trilogy Science Grade.**

### **Junior School Assessments**

Girls are admitted to the Junior School **at any stage in any of the year groups** from Year 3 to Year 6, **space permitting**. Entry from Bolton School Infant School, Beech House, is normally automatic at Year 3, unless the Headteacher of either Beech House or Hesketh House believes that a girl would not be able to cope at Hesketh House for academic or pastoral reasons. For girls applying from schools other than Beech House, an Assessment Test is held in January each year for entry in September of that year. This test can be taken at other times during the year, however, and enquiries should be directed to the Junior School using the contact details shown below. Candidates need to demonstrate a good level of competence in English, Mathematics, Verbal and Non-Verbal Reasoning. Headteachers' reports and any available academic results are taken into account before final offers are made.

Where there are enquiries for assessment mid-year but year groups are full, a shortened assessment will be offered. Should a place then become available, parents will be contacted and their daughter invited for further assessment. Offers will be made on academic merit alongside any other relevant indicators of potential.

### **Senior School Application Procedure (11+ and midstream entrants)**

#### **Entrants in to Year 7**

A maximum of 125 places is normally available for Year 7. Parents of girls who wish to apply for a place at Bolton School, including girls transferring from Hesketh House Junior School, should complete the **Application Form**, a copy of which can be downloaded from the website or requested from School. The Application Form must be returned to School before the stated closing date for applications. There is a **non-refundable application fee** for all applicants *other than those applying from Hesketh House* and this must be included with the Application Form for the application to be considered. Girls applying for a means-tested Bursary or a non-means tested Scholarship must indicate this on their Application Form at the time of applying.

All those girls whose parents have submitted the Application Form and who have paid the application fee will be invited to take part in this **Entrance Testing Day at the School. The Entrance Testing Day** takes place in the January and February prior to a September admission- the date each year can be found on the website. (Please note that, if a girl in Year 5 takes the Entrance test early, her result will be assessed for entry with her Year 7 cohort, but she will not be allowed to re-sit the examination again before entering. Therefore, you are advised not to enter your daughter early for the Entrance Test.)

Girls will sit Entrance tests in the following: English, Maths, Verbal Reasoning, and Non-Verbal Reasoning. (Please note that the English Paper was introduced in January 2016, replacing the 'Creative Writing' Paper. In addition, please note that the Boys' Division may require different entrance papers to the Girls' Division.) These papers are set and administered by '**GL Assessment**'. Details of how to purchase examples of GL Assessment Papers are provided on the website. Girls are recommended to try out some past papers but not to spend excessive time going through previous examples at the expense of other, more worthwhile preparation, eg reading.

There is no 'pass mark' for the Entrance tests: the examination is a competitive one and candidates are selected 'in rank order' so, each year, the pass mark changes depending on the ability of the cohort and the difficulty of the test. However, as a rough indication of the

required standard, we would expect your daughter's primary school teacher to be saying that your daughter is performing at least at the 'expected standard' and, preferably, that she is 'exceeding year group expectations' if you are applying for a full fee place. If your daughter is applying for a bursary-assisted place or a scholarship, then she must be performing well above expected year group expectations if she has a realistic chance of success: there is a lot of competition for both Bursaries and Scholarships.

Girls applying for a bursary-assisted place (a means-tested scholarship) or a non-means- tested scholarship may be subject to further testing, either on the Entrance Testing Day or on subsequent testing days, depending on the demand for such places.

Girls whose performance in the Entrance Test suggests that they may be a suitable candidate for entry in Year 7 but about whom there are some academic reservations (for example a borderline score in one area) may also be subject to further testing.

Please note that, before the Entrance Testing Day, a **written report** is requested from your daughter's current school. For this reason, it is vital that parents who wish to make an application should first discuss this with their daughter's current Headteacher.

The Entrance Tests are designed to gauge girls' potential, rather than prior teaching. **After the Entrance Testing Day**, one of the following will take place:

- You will receive an invitation for your daughter to attend an interview at a given time and date- the overwhelming majority of girls applying for a full-fee place will be interviewed, alongside those girls applying for a bursary/ scholarship who have performed well in the Entrance Tests ;
- If you have indicated on the application form that you require financial support but your daughter's results indicate that you will not be offered such support, you will be contacted to find out if your acceptance of a place at the School is dependent on such support. If your daughter can only accept a place at School if she is in receipt of a Bursary, she will not be offered an interview;
- You will receive a letter saying that your daughter will not be offered a place.

During the **Interview Period**, you and your daughter will be invited in to School. You will have the chance to meet a Senior Member of Staff and to ask any individual questions you might have. Your daughter will have an interview with the same or another Senior Member of Staff. This interview will include questions on her interests and opinions, as well as answering any questions she may have. If your daughter is applying for a bursary or a scholarship, she will particularly be asked about her achievements and ambitions and she may be asked additional questions relating to English, Mathematics or problem-solving. If your daughter is a 'borderline' candidate in one or more area, she will be asked questions on this area/these areas in particular, in order to ensure that Bolton School is the right environment for her. Girls applying for a Bursary or Scholarship or girls who are on the 'borderline' after the Entrance Testing Day may be asked to bring in their exercise books from their current school as part of the interview process. Now that the Creative Writing Paper is no longer part of the Entrance Testing Day, there may be a written element as part of the Interview for some or all girls.

In **preparation for the Interview**, girls are advised to read from the Girls' Division Reading List, which can be found on the website; it is particularly expected that girls applying for a bursary or scholarship will have read from this list and the books chosen are designed to be available from local libraries to aid this process.

Following the interviews, and in agreement with the Manchester Consortium of Schools, **offers of places are posted at the beginning of March**. Any offer of a place is accepted by return of a completed Acceptance Form by the stipulated date and accompanied by an Acceptance

Deposit, which is retained until your daughter leaves School. *Please note that, by accepting a place, you are entering in to a contract with Bolton School and, should you then decide that your daughter is not joining us in September, you will be liable for Fees in Lieu of Notice for the Autumn term.*

### **Entrants in to Years 8-11**

Applications for year groups other than Year 7 or Sixth Form are considered at any time, with the intention of making a decision within a few days of the applicant sitting a test. The number of places available will vary according to student numbers at the time. Applicants for entry into these year groups will be asked to sit an online test and/ or tests in Maths and English. They will be interviewed by the Head of School and/ or the Headmistress. A reference from the current Headteacher will be sought and we will also ask the applicant to provide us with her most recent school report. *Please note that Bursaries and Scholarships are not normally available for entry in to these years, although a Bursary may in very rare instances be awarded to a candidate who is of exceptional academic ability and whose family income meets the criteria (below), subject to the availability of funds and at the discretion of the Headmistress.*

### **Senior School Assessments (Sixth Form)**

Assessments for 16+ take place in February or March prior to a September admission. Full- fee candidates will be invited to spend part of the day in school. Candidates who have indicated that they require financial support in the form of a Bursary will be asked to provide additional information prior to being invited for assessment in school.

All candidates are asked to bring their school reports (including GCSE predictions), record of achievement (if appropriate) and Mock Examination results when they attend the Sixth Form Entrance Day. Candidates considering Art or Technology must also bring in a portfolio. Offers will be based on an interview with a member of the School Management Team, an interview with at least two Heads of Department, the candidate's performance in an online test (designed to assess potential) and the school reference. Any offers made at this stage will be provisional until the GCSE results are known. The minimum requirement for entry from outside Bolton School into the Sixth Form is **at least six passes at Grade 6 (or the equivalent) or above at GCSE or an equivalent qualification**. External candidates must have at least a Grade C or Grade 5 in English, Maths and a Science (including part of a Trilogy award). External candidates will normally be expected to have **an 'A' grade or a grade 7-9 in a subject chosen for 'A' Level** if they have taken that subject to GCSE.

### **Bursaries, Scholarships and Other Financial Support**

Bursary support is normally available only to students applying to join the Girls' Division at 11+ and at Sixth Form. Bursaries are, in effect, means-tested Scholarships and are awarded after consideration of *both* family income *and* a student's academic merit, as seen in the Entrance Examination, interview and in any further testing which is carried out.

Once the Headmistress has made the decision on academic grounds that a girl deserves to be in receipt of a Bursary, then the Clerk and Treasurer's Office will assess her family's income and decide how much that Bursary should be worth. Bursaries are awarded up to 100%, the amount being dependent on family income. (Further information about approximate financial thresholds for bursary allocation can be obtained from the Clerk and Treasurer's Office).

Those pupils who join the school in Year 7 on bursarial support continue to receive this financial aid until the end of Year 11 or Year 13 (depending on the year of entry), so long as they remain eligible on financial grounds and whilst their conduct and attitude to learning are

appropriate (see below).

Those pupils who join the school in Year 12 on bursarial support continue to receive this financial aid until the end of Year 13, so long as they remain eligible on financial grounds and whilst their conduct and attitude to learning are appropriate (see below).

Bursary support may be available to internal candidates moving from Year 11 into the Sixth Form after consideration of family income and a student's academic merit and commitment, as demonstrated in the previous years in School. Internal candidates may be required to attend an Interview with the Headmistress and/or other Senior Members of Staff prior to the awarding of such support. They will also be expected to fill in the Bursary Application Form.

It is expected that pupils who are in receipt of a Bursary will set a positive lead to other pupils in their year group and in the School, both through their academic example and their commitment to the curricular and extra curricular life of the school. Bursarial grants may be withdrawn at the discretion of the Headmistress or the Clerk & Treasurer, in the event of unsatisfactory work, conduct, failure to pay fees or supply accurate financial assessment information that is requested each year or failure to fulfil the terms of the Parent Contract. They may also be withdrawn if, in the view of the Headmistress, a pupil is not playing a positive role in the life of School through engagement with her studies and in making an active contribution to the wider life of the community.

A Scholarship scheme for pupils entering the Senior School at 11+ has been in place since September 2015. Scholarships are aimed at those candidates who perform most successfully in the Entrance Examination and at Interview and who are able to demonstrate that they will make a significant contribution to the academic and wider life of the School. These Scholarships are not means-tested and are awarded at the discretion of the Headmistress when all information from the Entrance procedure, including School references, has been considered. They are awarded until the end of Year 11 but may be removed if a girl fails to set a positive lead to other pupils in her year group, both through her academic example and commitment to the curricular and extra curricular life of the school. Please note that Scholarship awards are honorific; unlike Bursaries, they are of nominal *financial* value.

Please note that a Bursary and a Scholarship can no longer be held together: since September 2015, parents have been required to decide *whether* they are applying for a means-tested Bursary *or* a non means-tested Scholarship for their daughter.

Temporary financial support may also be found for current students whose parents suffer hardship during the child's time at School. In such circumstances, families should contact the Clerk and Treasurer's office.

In addition, the Headmistress's Fund is used for existing pupils to ensure that all children can take part in curricular school visits and some extra-curricular activities, regardless of means.

### **Equal Opportunities**

In its dealings with pupils, Bolton School Girls' Division will have regard only to the merits, abilities and potential of the individuals concerned and not to their colour, ethnic origin, age\*, socio-economic background, disability\*\*, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinction.

\* Subject to the School's regulations on pupil admission, which are reviewed from time to time to ensure they are appropriate for achieving the School's objectives and for avoiding unlawful discrimination.

\*\* Every reasonable effort will be made to ensure that children with a disability can participate fully.

In accordance with the Equality Act 2010, the School will take appropriate measures when admitting pupils to ensure that those with protected characteristics, including disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation are fairly treated.

The term 'girl' is used to describe any pupil whose biological sex and the gender they were assigned at birth is female. If a girl attending the Girls' Division decides to transition and makes the School aware of this, support and guidance will be provided and the School will act in consultation with the trans child and their parents, with the welfare of the child and the smooth continuance of their studies placed uppermost.

### **Provision for Pupils with SEND, Pupils with Statements and Pupils for Whom English is an Additional Language**

Bolton School is an academically selective school to which entry is achieved through a competitive process and/ or examination. There will, however, always be within the school a small number of pupils with identified special educational needs and/or disabilities (SEND). Parents of pupils with a SEND are asked to inform the school at the time of application by filling in the appropriate line of the application form and by sending a supporting letter. Bolton School will then liaise with the current Primary or Secondary School about the support which a pupil normally receives and the basis on which that support is given so that any special arrangements may be organised (see below).

Currently we have a small number of pupils with SEND such as mild dyslexia, dyspraxia, ADHD, hearing disability and limited sight. In the Senior School, we may withdraw pupils with a specific learning difficulty from KS3/ 4 lessons for specialist teaching as well as endeavouring to cater for such pupils alongside their peers by adopting appropriate classroom practice. At KS5, specialist teaching takes place during a girl's non-contact time. We aim to work in partnership with pupils and parents to ensure that those with SEND are able to fulfil their true potential and to play a full part in the life of the School.

Where a girl who passes the Entrance Examination has a statement of needs or an EHC plan and her parents decide that they would like her to attend Bolton School, we work with the authority maintaining the statement/ plan to ensure that the latter is satisfied that the arrangements are suitable and that we are able to provide effective education. Such statements/ EHC plans are reviewed annually by the local authority to ensure that the required curriculum is being provided.

The School also makes provision for pupils with EAL who pass the Entrance Examination or fulfil other Entrance criteria, both through support in the normal curriculum and by arranging extra tuition when appropriate, for which a supplementary fee may be charged.

### **Special Arrangements for Pupils with SEND/EAL when sitting the Entrance Examination**

As some pupils who apply to enter Bolton School through our selection procedure “ may be considered to be at a disadvantage due to the testing arrangements that would normally apply”, we may need to make special arrangements for them to take the Entrance Examination and to fulfil other Admissions tests. In doing so, we seek to comply with NFER guidelines as well as to acknowledge the procedures that are applied by JCQ regulations.

The provision of our special arrangements are based on the ongoing support individual pupils normally receive. To this end, pupils may need to have access to equipment and materials which are part of their normal working practice but do not give them an unfair advantage over other candidates. Examples include: coloured paper and/or use of an overlay for those with a statement of visual distress; large print or embossed tests for visually-impaired candidates; an amanuensis for candidates with writing difficulty; extra time for pupils with special educational needs who have qualifying scores as defined by JCQ in its most recent guidance (in this case extra time should not exceed 25%). Each case will be considered on its own merit. Information must be forwarded to the School with the application form or as soon as possible afterwards.

As it may not be possible to establish for certain that special arrangements perfectly compensate for the nature and extent of the disadvantage, the special testing arrangement is noted alongside the score and taken into account in any borderline decision.

In certain circumstances, it may be decided that a particular test is wholly inappropriate for a particular pupil and this will also need to be taken into account in the decision process.

Parents who know that their daughter requires special arrangements, based on a prior diagnosis of her needs and on current practice in her Primary or Secondary School, must ensure that this is fully discussed with the School well in advance of their daughter sitting the Entrance Examination or attending the Sixth Form Entrance Day so that all the relevant supporting material can be put in place and appropriate provision made.

### **Arrangements for Misbehaviour and Exclusion**

Full details of the rules and regulations in force in the Girls’ Division Senior and Junior Schools are shared with pupils and parents in School and are contained in the Girls’ Division Behaviour Management Policy. A copy of these may be obtained by parents prior to a child taking up a place in School or may be seen on the website.

Parents sign the ‘Terms and Conditions’ when they apply for a place at the School and this document contains specific contractual information about misbehaviour and exclusions. An up-to-date copy can be obtained from the Clerk and Treasurer’s Office at any time. The Terms and Conditions include the following information:

***School discipline:** The Parents accept the authority of the Headmistress and of other members of staff on the Headmistress’ behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of the Pupil and the School community as a whole. The School’s disciplinary policy which is current at the time applies to all pupils when they are on School premises, or in the care of the School, or wearing School uniform, or otherwise representing or associated with the School. **Sanctions:** The School’s current policies on sanctions are available to the Parents on request before they accept the offer of a place. Those policies may undergo reasonable change from time to time but will not authorise any form of unlawful activity. Sanctions may include a requirement to undertake menial but not degrading tasks on behalf of the School or external community, detention for a reasonable period, withdrawal of privileges, suspension, or alternatively being removed or expelled.*



**Expulsion:** *The Pupil may be formally expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Headmistress shall act with procedural fairness in all such cases. The Headmistress' decision to expel shall be subject to a Governors' Review if requested by the Parents. The Parents will be given a copy of the Review procedure current at the time. The Pupil shall be suspended from the School pending the outcome of the Review.*

**Removal in other circumstances:** *The Parents may be required to remove the Pupil permanently from the School if, after consultation with the Parents and if appropriate the Pupil, the Headmaster/Headmistress is of the opinion that: by reason of the Pupil's conduct, behaviour or progress, the Pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or if the Parents have treated the School or members of its staff unreasonably; then in these circumstances, and at the sole discretion of the Headmistress, withdrawal of the Pupil by the Parents may be permitted as an alternative to Removal being required. The Headmistress shall act with procedural fairness in all such cases, and shall have regard to the interests of the Pupil and the Parents as well as those of the School. The Headmistress' decision to require the Removal of the Pupil shall be subject to a Governors' Review if requested by the Parents. The Parents will be given a copy of the Review procedure current at the time. The Pupil shall be suspended from the School pending the outcome of the Review.*

### **Other Policies and Information Available to Prospective Parents and Parents**

Prospective and current parents are provided with the following information through the application process and the Parents' Handbook (sent out annually by email in the Senior School) or the website ([www.boltonschool.org.uk](http://www.boltonschool.org.uk)) or for inspection in school or on request to the school for the information to be sent out in hard copy format (for which no charge is made):

- The School's address and telephone number and the name of the head teacher (see also, above);
- The name and address for correspondence of the Chairman of Governors;
- The name and address of the Proprietors
- The School's aims (which are also included at the top of this document).

In addition, the following information is made available by the website or for inspection in school or on request to the school for the information to be sent out in hard copy format (for which no charge is made):

- Arrangements for admissions, misbehaviour and exclusions, as set out in this policy;
- Particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language, as set out in this policy;
- The Curriculum Policy;
- The Child Protection and Safeguarding Policy and Procedures
- Particulars of the School's academic performance during the preceding school year, including the results of any public examination;
- The Complaints Procedure and the number of complaints registered under the formal procedure during the preceding school year;
- A copy of the most recent Inspection Report;
- Policies to promote good behaviour and set out rewards and sanctions; the Anti-bullying strategy, the Health and Safety and First Aid Policies

*This Policy was reviewed in August 2019. It will next be reviewed before September 1<sup>st</sup> 2020.*

### **Appendix 1: Government Guidance on Parents and Parental Responsibility**

Bolton School Girls' Division follows the DfE advice to maintained schools on 'Understanding and Dealing with Issues Related to Parental Responsibility' (September 2018).

Bolton School Girls' Division endeavours to treat all parents equally, unless there is a Court order limiting an individual's exercise of parental responsibility. Everyone who is a parent, as defined under education law (rather than family law) has a right to participate in decisions about a child's education and receive information about the child (even though, for day-to-day purposes, the school's main contact is likely to be a parent with whom the child lives on school days).

Individuals who have parental responsibility for, or care of, a child have the same rights as natural parents; for example:

- to receive information, e.g. pupil reports;
- to be asked to give consent; e.g. to the child taking part in school trips;
- to be informed about meetings involving the child;

Where a parent's action, or proposed action, conflicts with the School's ability to act in the child's best interests, the School will try to resolve the problem with that parent but avoid becoming involved in conflict. However, there may be occasions when the School needs to decline requests for action from one or more parents. In cases where the School cannot resolve a conflict between separated parents, School will advise the aggrieved parent to pursue the matter through the Family Court.

In cases where the School does not know the whereabouts of a non-resident parent, the School will make the resident parent aware that the other parent is entitled to be involved in their child's education and request that information is passed on.

Where School needs parental consent to outings and activities, School will seek the consent from the resident parent unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases.

If a child has had an accident and consent may be needed for emergency medical treatment, the Children Act 1989 provides that people who do not have parental responsibility but nonetheless have care of a child may '...do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare'. This allows the School to act 'in loco parentis', i.e. in place of a parent, or to seek consent from a parent who may not hold parental responsibility.

A change of surname is a private law matter and should be resolved between parents. Where the parents have divorced, School will ensure that the surname by which a child is known should not be changed without written evidence (independent of the parent seeking to make the change), that consent has been given by the 'other parent' or by anyone else who has parental responsibility for the child.

School is required to record the full name of every pupil in alphabetical order in the admissions register. This is generally interpreted to be the child's full legal name and not any other name that the child is known by.

## **Appendix 2: Grounds for Deleting a Pupil from the School's Admissions Register**

Following legislation implemented from September 2016, all schools are required to inform their LA in every circumstance when they are about to delete a pupil's name from the admissions register before the child completes the final year, and inform their LA of the pupil's school and home address (if they can reasonably obtain this information) **as soon as one of the statutory grounds for deletion has been satisfied and not later than the date on which the pupil is removed from roll.** In addition, schools must inform the LA of all new pupils **within five days of the pupil being enrolled.**

Schools must work collaboratively with LAs when making 'reasonable enquiries' to locate a pupil if (s)he has not returned after 10 days' authorized leave or 20 days without authorization.