



BOLTON

SCHOOL

PRIMARY DIVISION

Admissions Policy

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This Policy outlines the process for admissions into the three schools which form the Primary Division:

The Infant School – Beech House

The Junior Girls' School – Hesketh House

The Junior Boys' School – Park Road

Bolton School Aims

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, extracurricular and social activities, a supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

This policy includes the following information:

- 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

Admissions Policy

Bolton School Primary Division is an academically selective, independent, day school, educating girls and boys from Pre-School Year to Year 6. Up to 24 boys and girls are accepted into our Pre-School class with a further 50 boys and girls accepted in to our Reception classes each year or at any age thereafter in Years 1 and 2, subject to the availability of places. All our pupils continue on to be educated at either Bolton Girls' Junior School or Bolton Boys' Junior School from Years 3-6.

Entry to each setting is on a competitive basis: admission is subject to the availability of a place and to the candidate meeting the entry requirements.

Bolton School Nursery Children

Girls and boys attending the Nursery are given priority entry provided applications to the Infant School are submitted before the end of September in the year before the child is due to join Reception. Those children do not have automatic entry to Beech House at 4+ and are required to take part in a shortened assessment process which takes place in their familiar nursery setting and in conjunction with the Team Leaders whose ongoing assessment of the child is also taken into account.

Bolton School Nursery Children wishing to join the Pre-School class are offered a place following discussion between the Head of Beech House and the Nursery Manager to assess the child's suitability for the setting.

Beech House Pre-School children

Children who have been given a place in the Beech House Pre-School class do have automatic entry to Reception and are offered the place in Pre-School upon the expectation that they will remain in the Infant School once they reach compulsory school age.

Entry to the junior schools from Beech House is automatic at 7+ following internal assessments. The parents of any child who would not attain academic levels similar to external candidates will be warned early in Year 2 if they are considered unlikely to cope with the academic demands of the junior schools, however transition is not barred.

Assessments

Assessments for Pre-School

Children are accepted into the Pre-School class following a brief assessment with either the Pre-School teacher or Early Years Lead. During this assessment the child is introduced to a number of age appropriate, practical and play based activities designed to provide an indication of their potential. Such assessments take place throughout the course of the academic year prior to the children joining the class in September and places are offered on a first come basis.

Assessments for Reception

The majority of assessments for 4+ take place in the Autumn Term prior to admission the following September, although some are conducted later in the academic year depending on the availability of places. This assessment takes the form of a one hour session usually with the Head of Beech House. During this session the child will be observed as part of a small group of other applicants and is introduced to a number of age appropriate, practical and play based activities designed to provide an indication of their potential. They also complete a brief one to one activity focusing upon their communication and early phonics skills. Children are asked to draw using a pencil but are not expected to write, read or record any mathematical processes on paper. Each assessment activity is scored and the total is then standardised according to the age of the child. Due to the young age of the children it may be necessary for a further interview to take place in the February prior to a September admission. Offers for places are posted as soon after the assessment days as is practicable. Any child not initially offered a place, who has attained the required score, is placed on a waiting list and will be offered a place if one becomes available.

Applications for Year 1 and Year 2, and in-year Reception entry

Applications for other year groups 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 pupil numbers at the time. Applicants will be interviewed and tested by the Head of Beech House. If there is more than one applicant for a place, priority will be given to families moving into the area with siblings applying to other schools within the Foundation and to siblings of current Bolton School pupils.

Admissions to Junior Schools

Admission to Year 3

All pupils attending Beech House have automatic entry to their respective Junior School at 7+ and do not need to apply for a place, nor do these pupils sit an Entrance Exam. Transfer from Beech House to the Junior Schools is expected and parents who do not wish their child to join the Junior School must give one term's notice as outlined in the School's Parent Contract.

Other candidates wishing to apply for the remaining places at the Junior School sit a written assessment which includes an online computer adaptive test which comprises of verbal, quantitative, non-verbal and spatial skills sections and their scores are standardised. Candidates are also required to produce a piece of writing under timed conditions and their reading ability will be assessed. All candidates are interviewed as part of this process.

Admission to Years 4, 5 and 6

There are a limited number of places available in the school during Years 4, 5 and 6. Pupils wishing to be assessed for these places complete an online computer adaptive test which comprises of verbal, quantitative, non-verbal and spatial skills sections and their scores are standardised. Candidates are also required to produce a piece of writing under timed conditions and their reading ability will be assessed. All candidates are interviewed as part of this process.

In all age groups, the Entrance Examination and the interview are designed to gauge a child's potential, rather than prior teaching.

A written report is also requested from their current school. For this reason, it is important that parents who wish to make an application should first discuss this with their child's current Headteacher.

Subsequent to the exam and interview, offers of places are posted to parents as soon after the completion of the process as possible. Where a child has passed the exam but no place in the Junior School is available at that time, parents will be asked if they would like their child to be placed on the school's waiting list. When places become available they will be offered in order of the highest achieving candidate first.

Feedback on a child's performance in an assessment can be requested by parents.

Transition from Junior to Senior Schools

It is expected that all pupils attending the Junior Schools will take the Entrance Exam for admission to their respective Senior School and are prepared for this as such during their time in the Junior Schools. Whilst pupils attending the Junior Schools do not have automatic entry to the Senior Schools at 11+, their parents will be advised in Years 5 and 6, if they are unlikely to pass the Entrance Exam.

Bursaries and Financial Support

Offers of places at the Primary Division are on a full fee-paying basis only. There is no bursary support available to any pupils attending the Primary Division. Attendance at the Primary Division does not affect applications for Bursary assistance upon transition to either Senior School.

Equal Opportunities

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

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

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

Bolton School Primary Division operates lessons for junior age boys and girls separately, on different sites. This approach is designed to maximise the academic achievement of primary age boys and girls, allowing young pupils to develop interests and abilities free from gender stereotypes, and to maximise the development of non-cognitive skills in boys and girls.

The School contends that the structure provides measurable positive action benefits in respect of maximising academic outcomes, academic choices and equality of opportunity, noting national disparities between the genders in all three of these areas.

We therefore accept applications to the Junior Boys' School only from applicants whose sex is identified as male at birth and applications to the Junior Girls' School only from applicants whose sex is identified as female at birth.

Arrangements for Pupils with Special Educational Needs and Disabilities.

The Special Educational Needs and Disability Act 2001 requires us to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage.

The provision of our special arrangements and access for the Entrance Examination can only be based on support a child regularly receives in school (normal way of working). For example large-print test papers for visually impaired pupils, the use of magnifying aids, coloured filters, templates or the provision of a scribe to record the child's answers.

Requests for special arrangements should be made at the same time as an application form is submitted to the School and should be accompanied by a current Statement of Special Educational Needs or EHC report. Both reports must be current and be dated no more than 2 years before the testing date.

All special arrangement requests, including additional time to a maximum of 25%, will only be approved in exceptional circumstances. Special arrangements must not provide an unfair advantage over others. The Admissions Registrar should be contacted, if you think your child is eligible to access special arrangements. Each case will be considered on its own merit, by our Learning Support and Admissions team.

Visually impaired students need to contact the school to discuss extra time options.

EAL applicants are subject to the same admissions procedures as other applicants. Those applicants with EAL needs are normally identified by parents being asked to state the language normally spoken at home on the application form or sometimes through information provided by their school's reference. At the admissions interview, we seek to discover a child's strengths, qualities and skills, which may not be reflected in their performance in the entrance exam. The level of required EAL support for a successful applicant will be identified at this stage and reasonable adjustments will be made by the School to accommodate these needs.

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 or absence thereof, will be noted and taken into account in any borderline admissions decisions.

Where it is deemed that it would not be appropriate to offer a child a place in one of our primary settings, the relevant Head will review that with the Head of Primary Division to ensure that a fair process has been conducted for all pupils. That decision is final and there is no right to appeal.

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

Admissions to the Bolton School Primary Division are processed by Primary Division Admissions Registrar – contact details are set out below.

All applicants to the Primary Division must complete an application form for the relevant part of the school. This can be obtained in one of two ways:

- It can be downloaded from the website
- Or it can be requested by contacting the Admissions Registrar

The application form will provide us with various pieces of information, including your contact numbers and information about the applicant's current school.

Entry to the school 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.

Individual tours of each part of Primary Division led either by the Head of Primary Division or the Head of the individual setting, can be arranged by contacting the Admission's Registrar, Mrs Katherine Gore:

Mrs Katherine Gore
Primary Division Admissions Registrar
Chorley New Road
Bolton
BL1 4PB

01204 840201 ext. 501

PDAdmissions@boltonschool.org