

## **ADMISSIONS CRITERIA 2010 (YEAR 8 INTAKE)**

### **Preamble**

Bangor Grammar School has traditionally drawn from all sections of the community irrespective of religious affiliation, ethnic or social origin. The only requirement, apart from personal good character, has been the ability to benefit from the type of education offered.

Over recent decades the demand for places has always exceeded the number of places available. In accordance with regulations laid down by the Department of Education, the Board of Governors herein publishes the criteria which it will use in the selection of boys for entry into Year 8 before the start of the school year 20010/11. It should be noted that a reciprocal arrangement, as indicated in non-academic criterion 4 (d), exists with Glenlola Collegiate School.

These criteria will apply in 20010/11. Admissions policy will continue to be carefully reviewed by the Board of Governors in the light of legislative or regulatory developments during the year.

The numbers accepted under these criteria are subject to the constraint of the admissions number agreed with the Department of Education.

### **Duty to Verify**

The Board of Governors reserves the right to require such supplementary evidence as may be necessary to support or verify information relating to any of the admissions criteria on any Transfer Form. The provision of false or incorrect information or the failure to provide information within the deadlines set by the School may result in the withdrawal of a place and the inability to offer a place on the part of any school nominated on the applicant's Transfer Form.

### **Criteria**

Priority of admission to Bangor Grammar School will be determined in accordance with the numbered criteria set out below, in the order set down. These criteria assume the School's present approved admissions number of 125 pupils. They will be applied until the School's admissions number is met. The criteria have the effect of giving priority to applicants who have sat the common entrance assessments under the auspices of the Association of Quality Education. They should be read in conjunction with the explanatory notes set out below the criteria.

In accordance with statutory requirements, throughout the application of the criteria set out below, any applicant resident in Northern Ireland at the time of his proposed admission to the School will be selected for admission to the School before any applicant not so resident.

1. Initial academic selection: The first 112 places will be allocated in accordance with the rank order of scores achieved in the CEAs.

(In the event that more than one applicant is ranked equal for the 112th place, all such applicants so ranked will be allocated a place, provided that the School's admissions number of 125 would not thereby be exceeded. In circumstances where the allocation

of a place to all applicants ranked equal 112th would cause the Schools' admissions number to be exceeded, none of those applicants will be admitted under this criterion. Instead, they will be considered for admission under the remaining criteria set out below.)

2. Remaining CEA applicants: If, after the operation of criterion 1, the number of remaining CEA applicants is less than the number of remaining places at the school, all such applicants will be allocated a place. Any remaining places will then be allocated to non-CEA applicants on the basis of the criteria set out in paragraph 4 below.

3. The CEA applicant pool: If, after the operation of criterion 1, the number of remaining CEA applicants is greater than the number of remaining places at the School, the School will then establish a pool of CEA applicants from which to fill the remaining places. Admission to the pool will be achieved in accordance with the rank order of scores achieved in the CEAs until the pool is filled, in accordance with this criterion.

If there are more than twice the number of remaining CEA applicants than there are remaining places, the pool will consist of a number of applicants equal to twice the number of remaining places; except that, in the event that more than one applicant is ranked equal for the last place in the pool, all such applicants so ranked will achieve admission to the pool. Priority as between applicants who have achieved admission to the pool will be determined in accordance with the non-academic criteria set out in paragraph 4 below.

4. Non-academic criteria: The non-academic criteria to be applied – in order to determine priority between members of the pool established by virtue of paragraph 3, or in order to determine priority between non-CEA applicants where all CEA applicants have been admitted to the School in accordance with paragraph 2 – will be as follows, and in the following order of priority:

- (a) Applicants entitled to Free School Meals;
- (b) Applicants who are pupils of Connor House;
- (c) Applicants who are pupils of specified feeder primary schools (set out in a list appended to these criteria);
- (d) Applicants with another child of the family attending Bangor Grammar School or Glenlola Collegiate School;
- (e) Applicants who are an eldest boy within their family or who are an only child;
- (f) Applicants with another child of the family who is a former pupil of Bangor Grammar School; and
- (g) Applicants with a father who is a former pupil of Bangor Grammar School.

5. Distance tie-breaker: In the event of a tie for the last remaining place(s) at the School, priority will be given in turn to each applicant whose principal residence is closest to the main School entrance, as measured in a straight line using the Ordinance Survey of Northern Ireland website.

## **6. Notes**

- (i) References throughout the criteria to scores achieved in the CEAs refer to the

scores achieved in common entrance assessments administered by the Association of Quality Education for this transfer year. Applicants who have achieved a score in the CEAs are referred to as 'CEA applicants'. Applicants who have not achieved a score in the CEAs are referred to as 'non-CEA applicants'.

(ii) References to the rank order of scores means the rank of scores produced by the AQE system of assessment, in descending order, highest scores first, taking into account (i) any adjustments in scores made by the School by reason of its Special Circumstances arrangements and/or (ii) the position of any candidate attributed a notional score by reason of the School's Special Provision arrangements. Details of these arrangements will be found in the document entitled Arrangements for Special Circumstances and Special Provision, which may be accessed by returning to the menu and clicking on the appropriate tag. Access arrangements for the CEA, relating to the conditions under which CEA papers are sat in special cases, are administered separately by AQE.

(iii) In order to benefit from any of the non-academic criteria set out in paragraph 4, an applicant must satisfy the particular criterion at the date of application (that is, the date on which their post-primary Transfer Form was signed).

(iv) Applicants who are "entitled to Free School Meals" will mean applicants who, at the date on which their post-primary Transfer Form was signed, or at any later date up to and including 12 May 2010, have communicated within their application that they are listed on the Education and Library Board or ESA register as entitled to Free School Meals.

(v) Twins, or other multiples, will be treated as joint eldest for the purpose of paragraph 4(e).

## METHOD OF SELECTION

The ranking and placing of applicants under the selection process contained in the above criteria is delegated by the Board of Governors to a sub-committee of the Board of Governors (to include the Headmaster, Vice-Principals and such other members of the academic staff of the School as are considered appropriate and necessary). The sub-committee shall also determine applications for Special Circumstances and Special Provision under the arrangements referred to in Criteria / 6 / Note (ii) above. This sub-committee will report to the Board of Governors at a meeting in the summer term, after the process is complete, to allow for a full review and evaluation of the procedure.

**Table 1: Primary schools referred to in non-academic Criterion 4 (c):**

Abbey PS	Grange Park PS
Ballyholme PS	Groomsport PS
Ballymagee PS	Kilcooley PS
Ballyvester PS	Kilmaine PS
Bangor Central PS	Londonderry PS
Bloomfield Road PS	Millisle PS
Carrowdore PS	N'ards Model PS
Castle Gardens PS	Rathmore PS
Clandeboyne PS	Rockport School
Conlig PS	St Anne's PS
Connor House Prep	St Comgall's PS
Crawfordsburn PS	St Malachy's PS
Donaghadee PS	Towerview PS
Glencraig IPS	Victoria PS

## **ARRANGEMENTS FOR SPECIAL CIRCUMSTANCES AND SPECIAL PROVISION 2010**

### **Introduction**

1. This section sets out the School's approach to situations where a claim for 'Special Circumstances' or 'Special Provision' is made on behalf of an applicant for admission to the School. It should be read in conjunction with the School's Admissions Criteria.
2. The School will consider each case on its own merits, basing its decision on the evidence available in each case. What evidence will be accepted is a matter for the School but, save in the most exceptional cases, the requirements set out below will apply for evidence to be acceptable in support of a claim for Special Circumstances or Special Provision.

### **Special Circumstances**

3. Special Circumstances may arise in relation to an applicant for admission who has achieved a score in the CEAs administered by AQE but where his parent or guardian claims that his performance has been affected because of medical or other problems (unrelated to the amount of time spent in primary education in Northern Ireland).
4. The AQE 'Access Arrangements' for the CEAs (which have been notified to parents directly by AQE and which are available on its website) set out procedures for special arrangements to be adopted for a child when actually sitting the CEA papers, where this is warranted. Parents and guardians are urged to avail of these procedures in appropriate cases as the School will only exceptionally entertain cases under these Special Circumstances arrangements which could or should have been accommodated by AQE's Access Arrangements. In such a case parents must clearly set out why they did not avail of the AQE Access Arrangements or why they contend the adjustment made or refused by AQE (as the case may be) was inappropriate, inadequate or in error.
5. A parent or guardian who wishes to claim Special Circumstances on behalf of an applicant should ensure that:
  - (i) sufficient independent documentary evidence of a medical or other appropriate nature is supplied to the School to enable it to verify the nature and occurrence of the circumstances claimed; and
  - (ii) sufficient documentary evidence of his educational performance over time, including comparative evidence, is supplied to School to enable it to determine (insofar as possible) what his performance might have been in the CEA had the circumstances claimed not arisen.

6. The School should receive applications for consideration of Special Circumstances with or at the same time as the formal application form. The School retains a discretion to consider applications for Special Circumstances received after this, but will do so only in truly exceptional circumstances and where fully satisfied there was a proper reason for the delay.
7. Parents or guardians who wish to apply to the School for Special Circumstances consideration for an applicant should do so by:
  - (i) obtaining Form SC09 from the School or from the AQE Office;
  - (ii) completing the form, setting out the precise Special Circumstances claimed;
  - (iii) gathering the evidence required to validate the claim and to support the case for an increase in the applicant's CEA score; and
  - (iv) completing and returning the form to the School, attaching all relevant and appropriate evidence, to be received before the deadline referred to at paragraph 6 above.
8. It is important to note that it is the responsibility of the parent or guardian to complete the form and collect the evidence to support their claim of Special Circumstances – both as to the existence of the Special Circumstances and the effect of the Special Circumstances on the applicant's performance.

#### **Evidence of the Special Circumstances**

9. Where it is claimed that an applicant's performance in the assessment has been affected by a medical or other problem, documentary evidence (independent where possible) must be provided to the School. Where the problem was a medical one of short term duration which affected the applicant only at the time of the assessments, the School will require the production of evidence that the applicant was examined by a medical practitioner in relation to the illness.
10. Where the problem is of a non-medical nature, the parent or guardian should set out in Form SC09 precise details of the problem and append any appropriate documentary evidence to corroborate its existence. Independent evidence should be provided where possible.

#### **Evidence of the effect of the Special Circumstances on the applicant's score**

11. If parents or guardians wish to request information from the applicant's primary school, they should detach Section B of Form SC09 and give it to the primary school principal. (Section B requests evidence from the primary school principal to indicate the applicant's performance in English and Mathematics in standardised tests from the beginning of Key Stage 2 and/or other assessments and his performance in English and Mathematics relative to other pupils in his class, without identifying any other pupils). On the date when parents/guardians claiming Special Circumstances have their discussion with the primary school principal regarding their child's transfer, they should

ask the principal to attach Form SC09, including Part B if appropriate, to their child's Transfer Form, together with any additional supporting evidence.

12. It is also important to note, however, that primary school principals are not obliged to release academic information and so parents are advised to retain and produce such other evidence of academic attainment as is available to them.
13. In the absence of sufficient objective educational evidence, the School reserves the right, in its discretion, to commission an independent assessment of the pupil's educational attainment in English and Maths (e.g. from an educational psychologist).
14. All applications claiming Special Circumstances will be carefully considered by the School, taking into account all relevant circumstances (including, for instance, the number of assessments which an applicant has sat and any special access arrangements which have been granted). The appropriate adjustment to be made to an applicant's CEA score where Special Circumstances have been made out is a matter for the discretion of the School. This will usually be in the form of a percentage adjustment.

### **Special Provision**

15. Special Provision may arise in relation to:
  - (i) Boys whose parents/guardians wish them to transfer to the School from outside Northern Ireland;
  - (ii) Boys who have received more than half of their primary school education outside Northern Ireland; and/or
  - (iii) Boys entered for the AQE CEAs who, because of unforeseen and serious circumstances, which are supported by appropriate independent evidence (medical evidence where a medical condition is relied upon), were unable to participate in any part of the AQE CEAs and therefore unable to achieve a score in the CEAs.
16. It is clearly expected, however, that, where possible, all those seeking admission to the School should sit the AQE CEAs, with the exception of applicants who take up residence in Northern Ireland after 18 September 2009.
17. The School should receive applications for consideration of Special Provision with or at the same time as the application form. The School retains a discretion to consider applications for Special Provision received after this date but will do so only where satisfied there was a proper reason for the delay (e.g. because of the timing of the circumstances giving rise to the claim).
18. Parents or guardians who wish to apply to the School for Special Provision consideration for an applicant should do so by:
  - (i) obtaining Form SC09 from the School or the AQE Office;

- (ii) completing the form, setting out the precise reason why the applicant is seeking Special Provision (usually the reason why the applicant did not sit the AQE CEAs), with appropriate and, where possible, independent evidence. Where a medical condition is relied upon, independent supporting medical evidence is required.
  - (iii) gathering the evidence required to validate the claim and to allow the School to determine the applicant's ability or educational attainment over time as compared with pupils who have sat the AQE CEAs; and
  - (iv) completing and returning the form to the School, attaching all relevant and appropriate evidence, to be received with the application form, referred to at paragraph 17 above, save where this has not been possible owing to the timing of the circumstances giving rise to the claim.
19. It is again important to note that it is the responsibility of the parent or guardian to complete the form and collect the evidence to support their claim for Special Provision – both as to the reason why Special Provision should be made and the academic attainment of the applicant.
20. It is also important to note, however, that primary school principals are not obliged to release academic information and so parents are advised to retain and produce such other evidence of academic attainment as is available to them.
21. The School will carefully consider all applications for Special Provision. Where a case for Special Provision is accepted, it will go on to consider the educational evidence in relation to the applicant's academic attainment and, in particular, any accredited assessments. The School also reserves the right, in its discretion, to commission an independent assessment of the pupil's educational ability in English and Maths (e.g. from an educational psychologist).
22. The School will then, on the basis of all of the available medical evidence and evidence of educational attainment, determine, in its discretion, an appropriate and equivalent score for the applicant, whose application will then be considered as if he had achieved that score in the AQE CEAs.

## **BANGOR GRAMMAR SCHOOL**

Admissions criteria for boys seeking entry to Bangor Grammar School  
in Years 9 - 14

### **Preamble**

Selection of boys seeking entry as above is delegated to the Headmaster who may make the selection himself or with the assistance of a selection committee of senior staff.

### **Criteria**

1. The school will only consider applications where there are vacancies in the Year Group. However it is not obliged to accept candidates merely to fill places up to its enrolment number or where acceptance would prejudice the efficient use of resources.

2. Candidates must, in the judgement of the Headmaster, be of such academic calibre and commitment as to be able to benefit from the education provided by the school. The Headmaster may require the applicant to be 'special tested' by an educational psychologist of the South Eastern Education and Library Board. All applications must be supported by a favourable reference from the applicant's most recent school.

3. Where there are more applicants than there are vacancies in a particular year group, consideration will be given to each applicant's academic performance in his previous schools. Consideration may also be given to any special aptitudes which applicants may have.

4. The school may refuse an application for admission:

- where it is of the opinion that the admission of the pupil would be detrimental to his educational interests;
- where the applicant is not of an academic standard equivalent to that of the pupils with whom he would be taught in the school.

5. An applicant for entry to the school in Years 9 and 10 would normally be expected to have received a grade B2 or above in his transfer test

6. An applicant who wishes to enter the school to follow a course at GCSE level will be accepted only at the start of Year 11 subject to evidence of satisfactory performance at the completion of Key Stage 3. Applicants in this category will only be given places at any other point in Years 11 or 12 in very exceptional circumstances.

7. A boy seeking to enter the school at Year 13 will have an appropriate academic profile. He will normally have gained seven or more GCSE grades of 'C' or above and at least a grade 'B' in those subjects which he wishes to continue studying at AS-level. In some instances a boy who has shown aptitude and enthusiasm for a subject in which he gains a GCSE grade 'C' will be allowed to continue studying the subject at AS-level.

8. A boy seeking to enter the school at Year 14 will have an appropriate academic

profile. He must have gained a grade C or better at AS level in each of the 3 or 4 subjects he wishes to study at A2 level.