

PARTIAL SELECTION AND BANDING IN SCHOOLS IN ENGLAND AND NORTHERN IRELAND

Research and Library Service

INTRODUCTION

1. This paper provides an outline of the forms of partial selection and banding which operate in England and Northern Ireland. Partial selection refers to the admission of some but not all pupils to secondary schools on the basis of aptitude or ability and is used in a number of schools in England and in four schools in Northern Ireland. Banding refers to a school's use of test results of attainment to allocate children to a range of attainment bands so as to determine a particular range of attainment of their intake. This paper does not cover setting within schools in either England or Northern Ireland. However, the Department for Children, Schools and Families (DCSF) recently published guidance for English schools on pupil grouping. The guidance, 'Grouping Pupils for Success', and the two pieces of independent research, commissioned by the Department, on which this guidance is based: 'Pupil Grouping Strategies and Practices at Key Stage 2 and 3' (published September 2006) and 'Effective Teaching and Learning for Pupils in Low Attaining Groups' (published September 2007), are available online.¹

PARTIAL SELECTION IN ENGLISH SCHOOLS

2. On 28 February 2007, a new School Admissions Code² (the Code) came into force in England. The Code, which applies to all maintained schools and Academies when setting their admission arrangements for September 2008 and subsequent years, provides the following explanation of the difference between grammar schools and partially selective schools.

Whereas grammar schools are wholly selective by academic ability, partially selective schools select just a proportion of their pupil intake by ability or by aptitude, and partial selection is effectively an oversubscription criterion. If there are insufficient children who have satisfied the published entry requirements for a selective place the places **must** be offered to other children. Partially selective schools **must not** keep places unfilled if they

¹ 'Grouping Pupils for Success' can be accessed at:

http://www.standards.dfes.gov.uk/primary/publications/literacy/group_pup_succ/

'Pupil Grouping Strategies and Practices at Key Stage 2 and 3' can be accessed at:

<http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14415&resultspage=1>

'Effective Teaching and Learning for Pupils in Low Attaining Groups' can be accessed

at:<http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14659&resultspage=1>

² Department for Children, Schools and Families (2007) School Admissions Code

<http://www.dfes.gov.uk/sacode/docs/DfES%20Schools%20text%20final.pdf>

have applications for them. For the purposes of the legislation on selection, schools which call themselves “bilateral schools”, because they admit some children on the basis of ability and operate a “grammar” stream alongside a “comprehensive” stream, are considered to be partially selective schools.³

3. In terms of legislative provision, the Code notes that the School Standards and Framework Act 1998 (the 1998 Act) and supporting regulations allow two general forms of partial selection: (i) up to 10% of pupils on the basis of aptitude in certain subjects (ii) pre-existing partial selection.

ADMISSION OF 10% OF PUPILS ON BASIS OF APTITUDE

4. The 1998 Act allows schools to give priority for up to 10% of pupils on the basis of aptitude in certain subjects in limited circumstances and where the school has a specialism. This does not apply, however, only to schools in the specialist schools programme and the relevant subjects⁴ are:

- a) physical education or sport, or one or more sports;
- b) the performing arts, or any one or more of those arts;
- c) the visual arts, or any one or more of those arts;
- d) modern foreign languages, or any such language; and
- e) design and technology, and ICT. Schools already selecting in those subjects before the 2008 school year may continue to do so, but no further selection in these subjects can be introduced in respect of subsequent years.

5. The 10% limit is an overall limit, regardless of the number of subjects in which the school specialises. This means that if a school specialises in, for example, the visual arts and sport, 5% of places might be allocated to children who demonstrate an aptitude in the visual arts and 5% to those who demonstrate an aptitude in sport. The proportion allocated in each subject is up to the admission authority to decide, but the total of places allocated on the grounds of aptitude must not amount to more than 10%⁵.

6. The difference between ability and aptitude has generated debate but the Code states that a child with aptitude is one who:

...is identified as being able to benefit from teaching in a specific subject, or who demonstrates a particular capacity to succeed in that subject. When considering whether the child has an aptitude for a subject the admission authority **must** determine whether a child demonstrates a particular

³ Schools Admission Code para 2.70

⁴ The Education (Aptitude for Particular Subjects) Regulations 1999 as amended by SI 2006/3408

⁵ The Education (Proportion of Selective Admissions) Regulations 1998 (SI 1998 / 2229)

capacity to learn or to develop skills in that subject, and that he or she can benefit from the particular expertise and facilities at that school.⁶

7. In relation to selection by aptitude, a recent study on school admissions which was commissioned by DCSF concluded that:

There has been a small increase in the proportion of schools selecting 10% of their intake by aptitude from an estimated 1.3% in 2000 to 3% in 2001 to 4% in 2006. Because of the rise in the number of schools with a specialism, this small proportionate increase means that more children in 2006 than in 2000 were subject to selection by aptitude. Voluntary-aided and Foundation schools were much more likely to select in this way than Community or Voluntary Controlled schools. There are significant differences between selection by aptitude and selection by 'ability'. Nevertheless there are strong arguments to suggest that selection by aptitude is likely to be socially selective by default. A high relative attainment in any of the subjects (even sport) will involve expense of resources of time and money for travelling, equipment and training. More affluent families have more of these resources as well as more social and cultural capital. In addition, parents from higher socio-economic groups tend to be more active in choosing a school and to be more willing for their children to travel away from their nearest school (financial resources will play a part in this as well) and so they may be more likely to apply for the aptitude places. These possibilities remain to be proven but there would appear to be a potential for unfairness.⁷

PRE-EXISTING PARTIAL SELECTION

8. The 1998 Act allows partial selection by ability or aptitude that existed at the beginning of the 1997/98 school year and which could not now be lawfully introduced. Whilst admission authorities may continue to use this form of selection, they can only do so if the proportion of children selected does not exceed the lowest proportion selected on this basis at any time since the beginning of the 1997/98 school year and the basis for selection has remained unchanged.
9. The recently published report on school admissions in England found that in 2006 there were only 37 schools that selected part of their intake by general ability. This made up only 1% of all secondary schools and they were found to be spread between 20 different local authorities. The percentage of the intake selected by attainment ranges from 9% to 43%.⁸ The report noted that:

while partial selection is found in a small minority of schools there are a number of schools in some areas that select a substantial proportion of their intake and this is likely to have a significant impact on the balance

⁶ Schools Admission Code para 2.75

⁷ Coldron *et al* (2008) *Secondary School Admissions. Executive Summary* p iv
<http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR020.pdf>

⁸ Coldron *et al* (2008) *Secondary School Admissions. Executive Summary* para 2.54

of intakes within their local context. However, more detailed knowledge of the specific cases would be needed to draw further conclusions.⁹

BANDING IN ENGLISH SCHOOLS

10. Banding is a process for shaping school admissions in which a school uses test results of attainment to allocate children to a range of attainment bands so as to determine a particular range of attainment of the intake. Banding is permitted by Section 101 of the 1998 Act which provides that admission authorities may adopt admission arrangements that band applicants to produce an intake that is representative of any one of:
- the full range of ability of applicants for the school (or group of schools banding jointly);
 - the range of ability of children in the local area; or
 - the national ability range.
11. Admission authorities can decide how many bands a school has and what proportion of children to place in each band, as long as they ensure that no level of ability is substantially under or over represented. The DFCS in an information note¹⁰ provided for admission authorities of maintained schools and Academies answered a number of frequently asked questions. Amongst these FAQs were:

What are the advantages of banding?

Banding is a method of achieving an intake which is representative of a wide range of abilities. It can also widen the geographical area from which pupils are drawn, opening up access to popular schools to a wider range of families, not just those who can afford to buy a property near the school. Operating banding across a group of schools or a whole local authority area can reduce segregation by ability within that area.

In what circumstances can banding be good practice?

Banding can be more effective in urban, rather than rural, areas where there is often a greater concentration of schools serving a number of children. Banding can help to reduce segregation, particularly if used together with inner and outer catchment areas as this can help to ensure an intake with both a broader ability range and wider social mix than would be the case if distance alone was used. However, every local area is different and admission authorities will need to decide if banding is likely to have the desired effect in their area. Academies are encouraged to consider using banding as their main purpose is to provide education to children of all abilities in their area.

Can partially selective schools band?

Admission authorities that select up to 10% of children on the basis of aptitude are also allowed to use banding... In this situation, they could admit the first 10% of children on the basis of aptitude and band the remaining 90% or band

⁹ As above

¹⁰ Department for Children, Schools and Families: Information Note on Banding
<http://www.dfes.gov.uk/sacode/>

children first and then admit 10% of each band on the basis of the relevant aptitude.

Schools which use partial selection by ability or aptitude that existed at the beginning of the 1997/98 school year and which could not now be lawfully introduced ('pre-existing partial selection') cannot use banding to allocate their non-selective places. This is because under Section 100(1) of the School Standards and Framework Act 1998, they cannot increase the proportion of selective admissions to the school in any year, and introducing banding would have this effect.

12. In relation to banding, the previously cited research on school admissions stated that:

Only a small minority of schools adopted fair banding (as defined in the School Admissions Code of Practice 2003) but it is likely that it will become more widespread in future. Three Local Authorities in London had authority wide fair banding. Of these two had fewer appeals and all three had less segregated intakes than other London authorities. These systems accommodated a number of Voluntary Aided faith schools. In two of the LAs there were 5 VA schools that did not opt in to the banding arrangements.¹¹

PARTIAL SELECTION IN SCHOOLS IN NORTHERN IRELAND

13. Four non grammar schools in Northern Ireland can operate partial selection, that is the admission of some but not all pupils to secondary schools on the basis of aptitude or ability. The four schools are: Holy Cross College, Strabane; Lagan College; Slemish College; and St Patrick's College, Maghera.
14. Summary information on the schools and their admissions criteria, which has been taken from booklets providing information to parents of children transferring from primary to post-primary school, is provided below. In addition, more detailed information from these booklets is included as Appendix 1 to this paper.¹²

HOLY CROSS COLLEGE, STRABANE

15. Holy Cross College is the 'new' Catholic Maintained School for Strabane and was created following the approval of a development proposal for the amalgamation of three schools (Convent Grammar School, Our Lady of Mercy and St Colman's). It describes itself as an all ability, bilateral, Co-Educational school catering for the 11-18 age range.

¹¹ Coldron et al (2008) *Secondary School Admissions. Executive Summary* (pg iv)

¹² Accessed May 2007

http://www.seelb.org.uk/schools/Procedures_08-09/PDFs/Parents_Booklet-Transfer_Procedure.pdf

<http://www.neelb.org.uk/parents/enrolment-transfer/post-primary>

<http://www.welbni.org/index.cfm/go/publications/key/F1C132FD-5056-9E01-72D6B02B9E7E5113:1>

Admissions

16. The Board of Governors has determined that, in the event of the number of applicants being greater than the admissions number for the school, applicants may be admitted either as part of an academic based entry of up to 105 pupils (35% of admissions number) or through the all ability entry route with 195 places. The stated purpose of this division is to further the all ability aim of the school and to ensure that each year group caters for pupils of all abilities including the most academically able.

Table 1

2005			2006			2007		
Total Applied	Total Admitted	Adm No.	Total Applied	Total Admitted	Adm No.	Total Applied	Total Admitted	Adm No.
199	199	300	207	207	300	190	188	300

Table 2

	Total Applications								Total Admissions							
	A	B1	B2	C1	C2	D	Oth	Total App	A	B1	B2	C1	C2	D	Oth	Total App
2005	12	8	17	17	23	68	54	199	12	8	17	17	23	68	54	199
2006	16	4	13	19	13	67	75	207	16	4	13	19	13	67	75	207
2007	13	9	8	11	16	57	76	190	13	9	8	11	15	57	75	188

17. The tables above indicate that Holy Cross College has not been oversubscribed in any of past three intakes and that out of the total intake of around 190 pupils only 30-40 pupils achieved A or B grades on the transfer test.

Academic Structure

18. The organisation of classes in Key Stage 3 will be in bands related to the perceived ability and aptitude of the pupils. Following an induction session at the start of the year, the pupils will, as a result of standardized tests and Primary School Reports (including Transfer Test Results where applicable) be placed in bands. The first band will usually contain at least 50% of the intake figure, and movement will be possible between bands at Christmas and Summer, on the basis of test results and teacher recommendations.

LAGAN COLLEGE

19. Lagan College is a grant maintained integrated school which describes itself as an all ability, bilateral, co-educational school catering for the 11-18 age range.

Admissions

20. Lagan College operates a grammar stream entry for 35% of its intake. Its purpose is to further the all-ability aim of the school and to ensure that the college provides for students of all academic abilities, including the most academically able. Given its integrated status, criteria for admissions are operated by Board of Governors in such a way as to effect an intake as close as possible to 50% Catholic and 50% Protestant. The college will also admit a proportion of pupils from other or no religious backgrounds but this proportion will not exceed 20% of the total enrolment in any year. Lagan College operates the following 2 stage admissions procedure

Stage 1 Grammar Stream entry (35% of the intake selected by reference to Transfer Test Procedure Grades)

Stage 2 All-ability entry (65% of the intake, selected with no reference to transfer grades).

In the event that applications considered at stage 1 exceed the number of places available (35% of intake), all applications which are not admitted at Stage 1 will be considered at Stage 2.

Table 3

	Applications			Admissions		
	2005	2006	2007	2005	2006	2007
A	19	20	17	19	20	17
B1	16	14	8	16	14	8
B2	31	16	23	31	16	23
C1	32	37	38	14	22	19
C2	47	53	41	17	22	19
D	150	123	136	62	66	71
Others	60	60	74	42	42	46
Total	355	323	337	201	202	203

21. Table 3 above shows that Lagan College has been significantly over subscribed in for each of the past three years of admissions.

Academic Structure

22. All students follow a broadly based curriculum in line with the Northern Ireland Curriculum. The majority of classes are banded by aptitude based on internal assessment.

SLEMISH COLLEGE

23. Slemish College is an all ability school, which opened in September 1996, with grant-maintained status awarded by the Department of Education. The College is co-educational and is planned integrated in character. The Board of Governors is committed to the maintenance of a balanced enrolment of the two major traditions with a similar balance being maintained amongst staff and governors. Slemish College operates the following 2 stage admissions procedure

Stage 1 - Academic Based Entry

(Selection by Transfer Procedure Test Grade) Academic ability entry is up to a maximum of 35% of the intake (42 students). Its purpose is to further the all-ability aim of the school and to ensure that each year group caters for students of all abilities, including the most academically able.

Stage 2 – All Ability Entry

A minimum of 65% of the intake (78 students) selected with no reference to Transfer Grades.

In the application of the criteria set out below the places will initially be divided as follows:

- 20% Other applicants
- 40% Roman Catholic applicants
- 40% Protestant applicants.

24. Table 4 below show that Slemish College has been oversubscribed in last three admission years.

Table 4

Applications and Admissions

Stage 1: Selected on the basis of Academic Entry

Year	Grade A		Grade B1		Grade B2		Grade C1		Grade C2		Grade D		Others		Include Appeals Upheld	Total Admissions
	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm	App	Adm		
2005/06	16	16	9	9	5	5	13	12	31	0	111	0	48	0	0	42
2006/07	33	31	9	9	15	2	13	0	18	0	87	0	37	-	0	42
2007/08	16	16	13	13	13	13	12	0	20	0	118	0	57	0	0	42

Stage 2: All ability applications and admissions (Including grades B2, C1, C2, D & others)

Year	Admissions No.	Total Applications All Preferences	Appeals Upheld	Total Admissions
2005/2006	78	196	1	84*
2006/2007	80	195	0	85*
2007/2008	78	207	1	85**

* Includes 5 statemented students ** Includes 3 statemented students and 3 extra numary students.

Academic Structure

25. Classes in Year 8 onwards are divided into groups of similar ability.

ST PATRICK'S COLLEGE (MAGHERA)

26. St. Patrick's College, Maghera is a Catholic, Maintained, Bilateral school providing a co-educational and comprehensive education system for pupils of all abilities and all persuasions.

Admissions

27. The published admission criteria for Form 1 (year 8) pupils for 2007/08 states that:

The following criteria will be applied, in the order set down below, (No 1-3) by the Board of Governors, in selecting pupils to Form 1 entry in 2008.

(1) Preference will be given to all pupils from St. Mary's PS, Glenview, St. Patrick's PS, Glen, St. Brigid's PS (Tirkane), St. John's PS. Swatragh and St. Brigid's PS. Mayogall who transfer directly.

(2) Children of permanent staff

(3) Selection by Transfer Procedure Test Grade, i.e. Pupils who get grade A will be admitted before B1, B1 before B2; B2 before C1 etc.

Table 5

Year	Grade A		Grade B1		Grade B2		Grade C1		Grade C2		Grade D		Others	
	A	A	A	A	A	A	A	A	A	A	A	A	A	A
2004/	22	22	4	4	4	4	9	9	8	8	13	12	12	12
2005/	20	20	2	2	14	14	18	18	6	6	19	19	11	11
2006/	16	16	9	9	18	18	5	5	14	14	20	20	10	10
2007/	21	21	3	3	7	7	10	10	10	10	39	21	11	11

Academic Structure

- (Year 8)

28. First years are divided into three broad bands, following the same course.

May 2008

HOLY CROSS COLLGE – STRABANE

The Board of Governors has determined that, in the event of the number of applicants being greater than the admissions number for the school, the following method will be used to select pupils for admission. Applicants domiciled in Northern Ireland at the time of their proposed admission will be considered before all other applicants. Applicants may be admitted either as part of an academic based entry of 105 or through the all ability entry route with 195 places.

Academic Based Entry (intake 105)	All Ability Based Entry (intake 195)
<p>Entry based on academic ability can admit up to 105 students, (i.e. up to a maximum of 35% of the admissions number). Its purpose is to further the all ability aim of the school and to ensure that each year group caters for pupils of all abilities including the most academically able. Applicants will be admitted in grade order, i.e. A, B1, B2, C1, C2 and then D. If there are more applicants with a particular grade than places remaining then the available places within the grade will be allocated by using the criteria set down below.</p> <p>(i) Applicants who have a sibling or legally adopted sibling presently enrolled *Holy Cross College or who will be in the coming year.</p> <p>(ii) Applicants who are children of the permanent (including part-time) teaching, administrative, technical or ancillary staff of the school, or of staff due to take up such an appointment.</p> <p>(iii) Other applicants.</p>	<p>All ability entry will admit up to 195 students. This is up to 65% of the admissions number. The purpose of these criteria is to ensure that each year group is drawn from the local feeder Parishes. Applicants will be admitted by the application of the following criteria in the order of priority set down below.</p> <p>(i) Applicants who have a sibling or legally adopted sibling presently enrolled in *Holy Cross College or who will be in the coming year.</p> <p>(ii) Applicants who are children of the permanent (including part-time) teaching, administrative, technical or ancillary staff of the school, or of staff due to take up such an appointment.</p> <p>(iii) Applicants who normally reside in the following Parishes: Camus Mourne Leckpatrick Sion Mills Urney</p> <p>(i) Applicants from other Parishes.</p>

In the event of over-subscription in the last criterion that can be applied, selection for available places will be on the basis of proximity of home to school as the crow flies with priority for those closest to the school.

If a place(s) become available after 1 September and there are more applicants than places then decisions will be made on the application of the Year 8 Admissions Criteria to those pupils seeking admission at the time the place(s) become available.

LAGAN COLLEGE

bringing up their children. Religions other than Christianity are represented in the College. A unique feature of Lagan College is its Chaplaincy. Two full-time chaplains are employed, one Catholic and one Protestant, who work together as a team to provide spiritual and pastoral care for all students and who contribute to worship and teaching in the College. In addition, there are several honorary chaplains who visit the College regularly and assist with worship.

Form Tutors

Every student has a Form Tutor who watches over all aspects of school life in the belief that successful education in the widest sense is best achieved through partnership between home and school. Early in the first term parents are invited to meet the Form Tutor who usually accompanies their child up through the school.

Parents

Since the College was founded by parents it has a strong tradition of encouraging their close involvement in the education of their children. Parents, Catholic and Protestant, comprise 3/8 of the Board of Governors. Parents also elect representatives to the Parents Council which meets monthly and is organised into area groups.

Travel

The College is served by a network of buses covering the Greater Belfast area. Students travel from as far away as Antrim, Portaferry, Newcastle and Lisburn.

THE COLLEGE PROSPECTUS AND PROSPECTIVE PUPIL PROFILE FORMS ARE AVAILABLE ON REQUEST FROM THE PRINCIPAL'S SECRETARY.

In the event of the College receiving more applications than can be accommodated within the admissions numbers determined by the Department of Education, the following policy and admissions criteria will be applied.

Admissions Policy

A. The aim of the admissions policy is to achieve as even a balance as possible in the intake with regard to religious denomination, gender and academic ability. Lagan College is a grant maintained integrated school as defined by the Education Reform (NI) Order 1989 and the Board of Governors is required to ensure that 'the management, control and ethos of the school are such as are likely to attract reasonable numbers of both Protestant and Roman Catholic students. The Board of Governors of Lagan College considers that this is the pre-eminent feature which distinguishes an integrated school from all other schools and will operate the criteria as outlined below in such a way as to effect an intake which is as close as possible to a ratio of 50% Catholic and 50% Protestant. The College will also admit a proportion of pupils from other or no religious backgrounds. **The proportion of such students will not exceed 20% of the total enrolment in any year.**

Therefore, in the application of the criteria set out below, the Board of Governors will seek to reflect in the total number admitted an overall balance between religious affiliations. The criteria at Stage II of the admissions procedure set out below will be applied first to 'other' or no religious affiliations in the order set down and a maximum of 20% of the available places will be awarded to this group. The meaning of 'Other' below includes both those

whose religious affiliation is to a religious group which is other than Roman Catholic or Protestant and also those who have no religious affiliation.

The remaining places will be divided equally between Protestant and Roman Catholic applicants. In the event of less than 20% of places being awarded to applicants of 'other' religious affiliations or none, the balance will be divided equally between Protestant and Roman Catholic applicants. In the event of an odd number of places remaining in this division, an additional place will be allocated to either the Protestant or Roman Catholic group, whichever having the greater number of applicants. In order for the College to administer this policy as accurately as possible, it is useful to have information other than that which is supplied on the Transfer Form. Parents are, therefore, asked to complete a pupil profile form which should be returned to the College before **Wednesday, 19 March 2008.**

The criteria set out below will then be applied separately to the Protestant group and Roman Catholic group of applicants. In the event of there being fewer applicants from either group than there are places available for it, then the balance of places will be allocated to the other (Protestant or Roman Catholic) group.

It is a matter for a parent or guardian to ensure that all the information required by the College in order to apply its criteria is provided on the Transfer Form completed at the child's primary school. Birth Certificates should be attached to the Transfer Form as verification of date of birth.

The onus is on a parent or guardian to make clear under which religious category they wish their child's application to be considered. This will be determined by the following in the order given:

- (1) information supplied on the College's own pupil profile form if such has been lodged
- (2) information supplied on the Transfer Form
- (3) the type of primary school which the pupil attended (ie controlled or maintained) will be used to determine the religious affiliation
- (4) in the case of students transferring from an integrated primary school or the preparatory department of a voluntary grammar school, the school may be asked to supply such information as it can concerning the religious affiliation of the applicant
- (5) where the applicant comes from an inter-church background, unless there is evidence of specific religious affiliation to the contrary on the pupil profile form, then the religious affiliation of the mother will be deemed to be the religious affiliation of the applicant.

B. The College seeks to preserve its co-educational nature. To that end, applications are welcomed equally from girls and boys.

C. The College will also apply its admissions criteria in such a way as to preserve its all-ability nature and achieve a distribution of academic ability as close as possible to that in the population at large as measured by the

APPENDIX 1 – ADMISSIONS CRITERIA

Transfer Procedure. To that end, applications will be considered in two stages:

- D. Stage I, Grammar stream entry (35% of the intake, selected by reference to Transfer Procedure Test Grades); Stage II, All-ability entry (65% of the intake, selected with no reference to Transfer Grades).

Special Circumstances

Grammar schools must admit students strictly in the order of the Transfer Grade which they obtain, subject only to the consideration of medical or other problems which may have affected performance in the Transfer Test(s) and which are supported by documentary evidence of a medical or other appropriate nature. These 'medical or other problems' are commonly referred to as "special circumstances".

In applying their admissions criteria to the Stage 1 Grammar Stream Entry, the admissions sub-committee of the Board of Governors will take claims of special circumstances into consideration before the application of the criteria set out below.

Details Of Medical Or Other Problems:

Where it is claimed that a pupil's performance in the Transfer Tests has been affected by a medical or other problem, independent evidence of its existence must be provided to the school. Where the problem is a medical one of short term duration which affected the pupil only at the time of the Transfer Tests the school will require the production of evidence that the pupil was examined by a medical practitioner at the time of the illness in relation to the illness.

Where the problem is of a non-medical nature the parents should set out in the Transfer Form precise details of the problem and append any appropriate evidence to corroborate its existence.

Educational Evidence:

Sufficient objective comparative documentary evidence must be provided by the parents and the Primary School and accompany the Transfer Form to enable the School to reach a decision.

The following information **must** be provided:-

- The number of students in his/her P7 class and the number taking the tests.
- All the student's school test results in English, Mathematics, Science and Technology (ie internal school tests and standardised tests) from the beginning of the Key Stage 2 period (ie P5), compared to the results for the same tests of all the other members of his/her P7 class and the transfer grades of the other members of his/her P7 class. In the case of small schools, or schools where very few students take the Transfer Tests, it will be appropriate to include the same comparative information in relation to students who have taken the Transfer Tests in the previous year(s). A sample form (SC1) for this purpose is set out on pages 129/130. Only the student claiming Special Circumstances should be identified. All other pupils in the comparative picture should be anonymous.

The Primary School Principal's comments on the student's academic achievements in comparison with the other

members of his/her P7 class who received the same or a higher grade in the Transfer Tests are also requested.

It is emphasised that **the onus is on the parents** to ensure that the above information is provided by the Primary School and that all information is attached to the Transfer Form to enable the School to reach a decision on the request for an upgrade. **Failure to include all relevant information may prejudice the chance of a pupil being admitted.** Information submitted after the receipt by the school of the Transfer Form on Thursday, 20th March 2008 will not be considered.

Admissions Criteria

STAGE I GRAMMAR STREAM ENTRY

(Selection by Transfer Procedure Test Grade)

Criterion 1. Grade Order

At Stage I under this criterion, the Board of Governors will consider for admission to Year 8 girls and boys who have achieved Transfer Procedure grades (or, who, having been considered under the Section on Special Circumstances/Special Provisions are deemed by the admissions sub-committee on the basis of special reports to have achieved equivalent grades) in the priority order of A, B1, B2, C1, C2, D.

Special Provision in cases where the Transfer Procedure Test Grade is not available.

If an applicant does not hold a Transfer Procedure Test grade, the following procedure will apply:-

- the parent must indicate to the school the precise reason why the pupil did not sit the Transfer Test, providing appropriate evidence.
- the College may request the South Eastern Education and Library Board to carry out an assessment of ability.
- the assessment will be considered in relation to the standard of students gaining admission to the school and a decision will be made as to whether or not to offer the student a place at Stage 1 entry based on such comparative information.

This will occur in the following cases:-

- A) an application for a child from outside Northern Ireland
- B) a child who has received more than half his / her primary education outside Northern Ireland
- C) a child who, because of medical or other problems, supported by appropriate documentary evidence, was unable to take the test.

Selection within a Grade Group

If there are more applicants holding the appropriate grades than places available for grammar stream entry (maximum of 35% of the intake), preference will be given at that grade level according to the following criteria in the order listed:

- 1 (a) applicants who have a brother(s) or sister(s) * or half-brother or half-sister enrolled in the College on Friday, 1st February 2008.
- (b) applicants who have a parent or older brother(s) or sister(s) formerly enrolled in the College. The name of the parent or elder brother or sister must be clearly stated.
- (c) applicants who are the only or eldest child in their family. In the case of twins, if one twin meets the criteria sufficiently to be allocated a place, the other

APPENDIX 1 – ADMISSIONS CRITERIA

will be considered as having a sibling at the College ie criterion 1A. In the case of a newly formed integrated primary school, the Admissions Sub committee will also consider under this category the first child in the family to have been able to reach P7 since the school opened i.e. the eldest eligible child.

- (d) applicants enrolled at a grant maintained or controlled integrated primary school on 1st February 2008.
- (e) all other applicants

NB All information relevant to the above must be clearly stated by parents on the Transfer Form completed at their child's primary school.

In the event of a tie occurring at any of the stages 1a – 1e, priority will be determined according to the following criteria in the order set down:-

- (a) applicants enrolled at a grant maintained or controlled integrated primary school on 1st February 2008.
- (b) applicants with a parent or older brother or sister in the full time permanent employ of the Board of Governors of Lagan College, i.e. not less than ten hours per week, on 1st February 2008, or an applicant whose parent is a member of the Board of Governors on 1st February 2008.
- (c) by the date of the applicants' birth with preference accorded to the eldest and in the event of a tie still remaining
- (d) by proximity of residence to the College as measured by a straight line on an Ordnance Survey map from home to the front gate of the College, or, in cases where greater accuracy is required, as measured independently for the Governors by a member of the Royal Institute of Chartered Surveyors.

In the event that applications considered at Stage I exceed the number of places available (35% of the intake), all applications which are not admitted at Stage I will be considered at Stage II.

STAGE II ALL-ABILITY ENTRY

(Selection with no reference to Transfer Grade)

Applications will be considered at Stage II regardless of whether the applicant did or did not sit the Transfer Procedure Tests.

Applicants will be given priority within the three perceived religious affiliation groups (Catholic, Protestant and Other) and considered in the order listed:

- 1(a) applicants who have a brother(s) or sister(s) or half-brother or half-sister enrolled in the College on 1st February 2008.
- (b) applicants who have a parent or older brother(s) or sister(s) formerly enrolled in the College. The name of the parent or elder brother or sister must be clearly stated.
- (c) applicants who are the only or eldest child in their family. In the case of twins, if one twin meets the criteria sufficiently to be allocated a place, the other will be considered as having a sibling at the College ie criterion 1A. In the case of a newly formed integrated primary school, the Admissions Sub committee will also consider under this category the

first child in the family to have been able to reach P7 since the school opened i.e. the eldest eligible child.

- (d) applicants enrolled at a grant maintained or controlled integrated primary school on 1st February 2008.
- (e) all other applicants

NB All information relevant to the above must be clearly stated by parents on the Transfer Form completed at their child's primary school.

In the event of a tie occurring at any of the Stages 1a – 1e, priority will be determined according to the following criteria in the order set down:-

- 1 a applicants enrolled at a grant maintained or controlled integrated primary school on 1st February 2008.
- b applicants with a parent or older brother or sister in the full-time permanent employ of the Board of Governors of Lagan College i.e. not less than ten hours per week, on 1st February 2008, or an applicant whose parent is a member of the Board of Governors on 1st February 2008.
- c by the date of the applicants' birth with preference accorded to the eldest and in the event of a tie still remaining
- d by proximity of residence to the College as measured by a straight line on an Ordnance Survey map from home to the front gate of the College, or, in cases where greater accuracy is required, as measured independently for the Governors by a member of the Royal Institute of Chartered Surveyors.

The criteria used for the initial admission of students into Year 8 will also be used for entry into Year 8 should admission become possible after the commencement of the 2008 school year.

The above policy was determined by the Board of Governors. The admissions sub-committee of the Board of Governors which consists of the Principal and at least two Governors, will have the duty of ensuring that the policy is implemented.

Further information on Admissions is available on the College website www.lagancollege.com

Note 1. Any reference in the criteria to a brother or sister includes a half-brother or half-sister.

APPLICATIONS AND ADMISSIONS

	Applications			Admissions		
	2005	2006	2007	2005	2006	2007
Grade A	19	20	17	19	20	17
Grade B1	16	14	8	16	14	8
Grade B2	31	16	23	31	16	23
Grade C1	32	37	38	14	22	19
Grade C2	47	53	41	17	22	19
Grade D	150	123	136	62	66	71
Others	60	60	74	42	42	46
Total	355	323	337	201	202	203

SLEMISH COLLEGE

SLEMISH COLLEGE - Admissions Criteria 2008/2009

The criteria have been determined by the Board of Governors and will be applied by the College Admission Panel which consists of three governors, two school leaders and the Principal. **Parents should note that Slemish College particularly welcomes applications from students with a good record of behaviour.** Through the application of the criteria the Board of Governors seeks to establish an overall balance between religious affiliations. This is the pre-eminent feature which distinguishes an integrated school from all other schools. Our aim is to effect an intake which is as close as possible to a ratio of 40% Catholic, 40% Protestant and 20% 'Others'.

Stage 1 - Academic Based Entry

(Selection by Transfer Procedure Test Grade)

Academic ability entry is up to a maximum of 35% of the intake (42 students). Its purpose is to further the all-ability aim of the school and to ensure that each year group caters for students of all abilities, including the most academically able.

Criterion 1 – Grade Order

At Stage 1 under this criterion, the Board of Governors will consider for admission to Year 8 girls and boys who have achieved Transfer Procedure grades (or, who, having been considered under the Section on Special Provisions are deemed by the admissions sub-committee on the basis of special reports to have achieved equivalent grades) in the priority order of A, B1, B2, C1, C2, D.

The Board of Governors will consider applications on behalf of children whose performance in the test was affected by medical or other problems in accordance with the "Model Criteria for Special Circumstances" as set out on page 20.

Applications on behalf of children who did not participate in the test will be considered in accordance with the 'Special Provisions' set out on page 21:

Selection within a Grade Group

If there are more applicants holding the appropriate grades than places available for academic based entry (maximum of 35% of the intake), preference will be given at that grade level according to the following criteria in the order listed:

1. Applicants who have a brother or sister/or foster child placed within their family currently enrolled in the College. Half brothers/sisters and step-brothers/sisters will only be admitted under this criterion if they reside at the same address.
2. Applicants who have a parent in the full-time employ of the Board of Governors, or is a member of the Board of Governors of Slemish College, or who is due to take up such an appointment in the forthcoming academic year.
3. Applicants transferring from Braidside Integrated Primary School, who:
 - a. are the eldest, or only, child.
 - b. all of whose eligible siblings have transferred to Slemish, since the opening of the College in 1996.
4. Applicants who are the first children in the family to transfer to second level education, since the establishment of Slemish College in September 1996.
6. Selection for any places remaining will be on the basis of the initial letter of the surname, with applicants being selected in the order set out below.

NB: All information relevant to the above must be clearly stated by parents on the Transfer Form completed at their child's primary school.

In the event of a tie occurring at any of the above stages, priority will be determined according to the following criteria in:

- a randomised selection of letters of the alphabet:

R G B O M X J C E L A T F Mac U Mc I Y Q N D W V Z K P H S

APPENDIX 1 – ADMISSIONS CRITERIA

The order was determined by a randomised selection of letters of the alphabet. These letters will also be used in the event of a tie occurring at any of the above admission stages.

In the event of surnames beginning with the same initial letter the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames, the alphabetical order of the letters of the first forename appearing on the transfer report form will be used. **In the case of a surname, the final decision will be based on the surname shown on the birth certificate, or any subsequent court order.**

In the event that applications considered at Stage 1 exceed the number of places available (35% of the intake), **all applications which are not admitted at Stage 1 will automatically be considered at Stage II.**

Stage II – All Ability Entry

A minimum of 65% of the intake (78 students) selected with no reference to Transfer Grades.

In the application of the criteria set out below the places will initially be divided as follows:

20% Other applicants

40% Roman Catholic applicants

40% Protestant applicants.

Religious affiliation will be determined by Information supplied on or with the Transfer Form

In the event that the category is not clearly stated or more than one category may be applicable the Board of Governors will regard applicants from Catholic Maintained schools as 'Roman Catholic' applicants and applicants from Controlled schools as 'Protestant'. If the pupil has not attended either type of school and the parent has not clearly and unambiguously stated the category, then the Board of Governors will regard the applicant as being in the 'Other' category.

The criteria will be applied first to applicants in the 'Other' category until a maximum of 20% of the places available have been allocated. In the event that less than 20% of the places have been awarded the balance will be equally divided between Roman Catholic and Protestant applicants. Should an odd number of places remain the additional place will be allocated to the main tradition having the greatest number of applicants. The criteria will then be applied separately to Roman Catholic and Protestant applicants. Should there be fewer from either tradition than there are places available for that tradition then the balance of places will be allocated to the other tradition.

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Parents should use the Official Transfer Form (the green form) to provide information to assist the College in the application of its criteria. **This must include the child's religion.**

NB: The provision of inaccurate, ambiguous or misleading information provided on or attached to any such application, may prejudice the offer of a place and may subsequently lead to the withdrawal of a place awarded to any applicant who shall be deemed to have gained unfair and improper advantage by submitting such information. **The College Authorities reserve the right to authenticate and seek verification of the content of any application.** In the case of a surname, the final decision will be based on the surname shown on the birth certificate, or any subsequent court order. The failure to provide verifying documents according to the required deadline, may result in the inability of the school to offer a place.

Applications for admission to the College from students residing within Northern Ireland at the time of proposed admission will take precedence over applications from those not so resident. In the event that there are more applicants for admission than there are places available then the Board of Governors has determined that the

APPENDIX 1 – ADMISSIONS CRITERIA

following criteria shall be applied progressively in the order as listed hereunder until the last available place has been allocated.

1. Applicants who have a brother or sister/or foster child placed within their family currently enrolled in the College. Half brothers/sisters and step-brothers/sisters will only be admitted under this criterion if they reside at the same address.
2. Applicants who have a brother or sister/or foster child placed within their family, who have a brother/sister admitted under stage 1: Academic ability. Half/step brothers/sisters will only be admitted under this criterion, if they reside at the same address
3. Applicants who have a parent in the full-time employ of the Board of Governors, or is a member of the Board of Governors of Slemish College, or who is due to take up such an appointment in the forth coming academic year.
4. Applicants transferring from Braidside Integrated Primary School who:
 - a) are the eldest, or only, child.
 - b) all of whose eligible siblings have transferred to Slemish, since the opening of the College in 1996.
5. Students who are the first children in the family to transfer to second level education since the establishment of Slemish College in September 1996.
6. Selection for any places remaining will be on the basis of the initial letter of the surname, with applicants being selected in the order set out below.

R G B O M X J C E L A T F Mac U Mc I Y Q N D W V Z K P H S

The order was determined by a randomised selection of letters of the alphabet. These letters will also be used in the event of a tie occurring at any of the above admission stages.

In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the letters of the first forename appearing on the Transfer Form will be used.

ST PATRICK'S COLLEGE (MAGHERA)

Admission criteria for Form 1 pupils 07/08

The following criteria will be applied, in the order set down below, (No 1-3) by the Board of Governors, in selecting pupils to Form 1 entry in 2008.

- (1) Preference will be given to all pupils from St. Mary's PS, Glenview, St. Patrick's PS, Glen, St. Brigid's PS (Tirkane), St. John's PS. Swatragh and St. Brigid's PS. Mayogall who transfer directly.
- (2) Children of permanent staff
- (3) Selection by Transfer Procedure Test Grade, i.e. Pupils who get grade A will be admitted before B1, B1 before B2; B2 before C1 etc.

In the event of over subscription within any grade, the following sub criteria, taken in order, will apply:

Pupils who have/are;

- (a) Siblings currently enrolled in the school. Priority will be given in accordance with the number of siblings enrolled.
- (b) Siblings currently enrolled and previously enrolled, in accordance with number of.
- (c) Siblings previously enrolled, priority given in accordance with number of.
- (d) Preference will be given to children whose twin has been selected under criteria (3)
- (e) First child in the family. (Letter from Doctor required)
- (f) A parent who was previously enrolled in the school. (Include name and dates of attendance.)
- (g) If, after applying the sub-criterion (e), there are still more pupils than places available, then the Board of Governors will place pupils in order by date of birth, the oldest first and the youngest last and will select pupils in this order, starting with the oldest until all remaining places have been filled. In the event of two or more children having the same date of birth, selection will be made on A-Z alphabetical order of surname.

After all the above criteria have been applied, all other applications will be considered.