

# Langley Grammar School

## Application information

***For entry to Year 7 in  
September 2023***



Recognized by Apple as a distinguished school for innovation, leadership, and educational excellence.

## Introduction from the Headteacher

Thank you for your interest in Langley Grammar School.

This is a very successful co-educational selective school, established as a Buckinghamshire grammar school in 1956 and now with around 1240 students with a large Sixth Form. Our students come from a wide range of social backgrounds, faiths and geographical areas to form a well-ordered and harmonious community. Since 2017 we have increased the number of places we have available in Year 7 from 150 to 180 to allow a greater focus on providing for our local community.



We provide a broad academic curriculum leading to a full range of GCSE and A-Level qualifications. As a 'Leading Edge' school we offer high standards of teaching and learning across a wide range of subjects, and we are nationally recognised for our innovative practice. Examination results at GCSE and A Level have been consistently excellent over many years. The great majority of our students stay with us through the Sixth Form and most go on to higher education at well-regarded universities.

Throughout their time in this school we support our students to become confident, well-rounded, independent, creative, responsible and caring. Alongside academic study we believe that every student should have the opportunity to develop themselves physically and personally, and we encourage participation in the wide range of sporting, musical and other opportunities we offer. We have long prided ourselves on the support we provide for individuals and our staff demonstrate a very high level of commitment to students' personal development. Our strong pastoral system is complemented by a House system which provides a framework for competitions and other events.

The school has excellent facilities, giving our students an attractive and well-maintained environment for learning. We have benefitted from a significant building programme in recent years which has provided new classrooms, a sports centre, floodlit all-weather pitch and a purpose-built Sixth Form Centre. The school has been part of a Government funded programme through which the older parts of the school have been rebuilt to provide state of the art accommodation, particularly for science and technology, and new public facilities such as the hall, dining room and library.


We have combined our selective status with an increasing involvement in the local community of schools. We have supported primary and secondary schools, helping them to raise standards, and learning much ourselves in return. Our academy status and designation as a National Teaching School and now the Teaching School Hub for Berkshire have given us the opportunity to develop these relationships further and to have a significant impact on the educational provision in the area.

This document is published as a supplement to the information to be found on the school website at [www.lgs.slough.sch.uk](http://www.lgs.slough.sch.uk). I hope that the information will help you and your son or daughter to decide whether this school is the right choice for the next stage in their education.

**John Constable**  
**Headteacher**



## General information

<b>School address:</b>	Langley Grammar School Reddington Drive Langley Berkshire SL3 7QS
<b>Telephone:</b>	01753 598300
<b>Website:</b>	<a href="http://www.lgs.slough.sch.uk">www.lgs.slough.sch.uk</a>
<b>E-mail:</b>	<a href="mailto:school@lgs.slough.sch.uk">school@lgs.slough.sch.uk</a>
<b>Headteacher:</b>	Mr John Constable
<b>Chair of Governors:</b>	Ms Claire Fitzgerald
<b>School status:</b>	Langley Grammar School is a coeducational selective school with academy status. The school is not part of a multi-academy trust. Funding Agreement with the Department for Education can be found on the school website.
<b>Number on roll:</b>	Currently 1240 including 350 in the Sixth Form
<b>Inspection</b>	<div><p>The School was inspected by Ofsted in November 2021 and was judged to be outstanding in all categories. The 2021 report can be viewed by following the link from the school website.</p></div>
<b>Admissions enquiries</b>	<p>The School's Admissions Officer is available to deal with any enquiries relating to admissions or the 11+ examination. She can be contacted via the school Reception telephone number 01753 598300, or via the email address <a href="mailto:admissions@lgs.slough.sch.uk">admissions@lgs.slough.sch.uk</a></p> <p>Full details of the 11+ examination process and the School's admissions arrangements can be found on the school website <a href="http://www.lgs.slough.sch.uk">www.lgs.slough.sch.uk</a>. A summary is provided on pages 11-15 of this booklet.</p>
<b>Disclaimer</b>	<p>This booklet describes the curriculum and other aspects of the School's provision <b>as they currently are</b>. Aspects of this provision will change from year to year, within the School's overall principles, ethos and values.</p>

Please visit our website at [www.lgs.slough.sch.uk](http://www.lgs.slough.sch.uk).



## Our Ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

**We encourage** our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

**We support** our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

**We help** our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

**We seek to develop young people who are...**



### ***Confident and well-rounded***

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



### ***Independent and creative***

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



### ***Responsible and caring***

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

## Our site and facilities

The site has benefitted from a substantial building programme in recent years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 200-seat lecture theatre.

We have been part of the Government's Priority Schools Building Programme through which our original '1956' school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £16 million building programme was completed in October 2021.





# Curriculum information

## Curriculum in Years 7-9

A key element of the school's ethos is to provide a **broad and balanced curriculum** across Years 7-9 including the study of expressive and performing arts, technology and humanities.

All students entering Year 7 currently follow a curriculum which includes English, Mathematics, Science, French, German, History, Geography, Philosophy and Ethics, Computing, Music, Drama, Art, Design and Technology and Physical Education.



We do not consider early specialisation to be appropriate as we want our students to experience a broad and balanced curriculum for as long as possible. The choice of optional GCSE subjects is therefore taken later in Year 9 in the light of students' developing interests and abilities. However, in order to ensure that students are challenged appropriately, they complete the National Curriculum programmes of study in most subjects early in Year 9, and move on to GCSE-standard work.

## Curriculum in Years 10 and 11

During Year 9 students select which subjects they will continue to study to GCSE level in Years 10 and 11. Normally ten or eleven subjects are examined at the end of Year 11.

All Year 10 and 11 students study a core curriculum of English language, English Literature, Mathematics, Science (the great majority of students take separate GCSE examinations in Biology, Chemistry and Physics), and either French or German.



Students then freely select three subjects from a range of options including: a second foreign language, Art, Business Studies, Computing, Design and Technology, Drama, Geography, History, Music, Physical Education and Philosophy and Ethics.

## Religious Education

All students in Years 7-11 have regular timetabled classes in Religious Education (Philosophy and Ethics); the content and teaching are in accordance with the guidelines of the Berkshire agreed syllabus for Religious Education. Students may, at the request of parents, be withdrawn from lessons and/or assemblies; however, in practice this rarely happens. Students may also opt to study Philosophy & Ethics at GCSE and A level.

## Relationships and Sex Education

The relationships and sex education (RSE) programme forms part of a broad and balanced programme of health education delivered through the Science and PCS (Personal and Citizenship Studies) lessons. It has been designed to develop knowledge and understanding and to explore values and attitudes through the consideration of relationships, feelings, emotions, and physical aspects of sexuality.

## Careers guidance

The School has its own dedicated Careers and Higher Education Guidance advisor, and students benefit from a careers education programme which forms part of the personal and social education curriculum.

## Note

*The curriculum provision is continually under review. We have described the current curriculum structure in this booklet; however, there may be changes to the arrangements in the future.*

# Assessment and Reporting

All students sit CATs assessment tests soon after entry in Year 7; these provide additional data to inform target setting throughout Years 7 to 11.

The Year 7 and 8 curriculum is based on the national curriculum programmes of study with clear expectations for learning in each subject in each year. Student attainment is measured through regular assessments against those expectations.

Progress is reported to parents three times each year together with an assessment of students' Attitude to Learning.

Reporting operates through a rolling programme of alternating parent/teacher consultations and summative reports containing attainment and progress data. This structure provides for systematic target setting and evaluation of progress together with the opportunity to meet subject teachers and to discuss reports in a review meeting with form tutors. Report summaries are available to parents on-line together with information on attendance and behaviour.

Students experiencing difficulties in their learning are supported through mentoring and interviewing by relevant staff as the need arises. There are systematic intervention programmes in place in Years 10 and 11 to ensure that students are fully supported towards the best possible GCSE outcomes.



## iPads@LGS

Students at Langley Grammar School use Apple iPads from Year 8 upwards to support their learning and encourage independence.

The iPad is seen as a tool to enhance learning and is used in a variety of ways across different subjects. The devices are used for tasks such as taking notes, internet research, making videos or taking photographs. In addition there are numerous apps which help to develop learning in different subjects, for example vocabulary learning in modern languages.



The devices are funded by parents through a leasing scheme or outright purchase. For families who are not able to afford to lease or buy a device, assistance is available through Pupil Premium funding, or the school has a small pool of devices available for loan during the day. Whether purchased through the school or privately, all iPads used in school have an educational content management system loaded on to them which manages the use of apps. Teachers also have access to software to control and focus online access during lessons.

The one-to-one use of iPads means that we can use email to communicate easily with students; all students have their own Langley Grammar School email address and many will use this to communicate with teachers.

As an **Apple Distinguished School** we are continually developing the way in which the iPads are used, and work closely with Apple Education and our device supplier to develop staff and student expertise and confidence.



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# The School Community

## Sport

The School has an outstanding record of success across a wide range of sports including honours at county, regional and national level, and a full fixture list is maintained throughout the year.

All students are encouraged to contribute irrespective of their level of skill. Facilities include a Sports Hall, a dance studio, new netball/tennis courts, floodlit all-weather pitch, cricket nets and artificial cricket strip and extensive playing fields. The School runs teams in all of the major sports and all students take part in the House competitions throughout the year.



## House system

Every student is a member of one of the six Houses in the school. There is a well established calendar of House activities in which all students participate. Competitions cover a wide range of cultural, academic, musical and sporting events.

## Music

Music has been an increasingly important part of the School's creative arts provision, with an orchestra, choir and other musical groups. In addition, many students take part in House music events.

A significant number of students have individual music lessons. The School has peripatetic musicians who offer tuition in keyboard/piano, woodwind, brass, percussion (including drum kit), strings, classical guitar, lead guitar, bass guitar and singing.



## Extracurricular activities

In order to extend their education and experience further, students are expected to take part in activities outside the classroom. In addition to a wide range of House events these include:

- Duke of Edinburgh's Award, visits abroad including expeditions and study visits;
- regular music and drama productions;
- instrumental and vocal tuition, the school choir, orchestra and various ensembles;
- subject-based day visits;
- clubs covering a wide range of interests;
- support for charities at home and abroad.



## Citizenship and the local community

The importance of service to the local community is highly valued and members of the School are encouraged to become involved. Charity fundraising activities are held regularly and students are encouraged to take part in a variety of citizenship related activities. The students elect representatives to Year Councils and the School Council meets regularly to discuss issues relating to the whole school community. The school is a Champion School for the National Citizen Service.



# Support for Students

## Pastoral care

Great emphasis is placed on the physical and emotional well being of every student. Throughout the school there is a well developed tutorial system providing individual help, guidance and support. The main school (Years 7-11) is divided into three Phases led by experienced members of staff supported by the non-teaching Student Support team.

Each year group has a team of form tutors drawn from the teaching staff, and students spend 30 minutes each day in form time with their tutor. In the Sixth Form the Director of Sixth Form is supported by two Deputy Directors of Sixth Form and a non-teaching Student Support Manager.

The Deputy Headteacher and the Phase Leader for Transition and Year 7 oversee the admissions process and the transition of students in to the school from their primary schools.



## Students with individual needs

Students are admitted to the School on the basis of performance in the 11+ examination. Students with an Education and Healthcare Plan which names the school are admitted automatically as long as the School is able to meet the student's particular needs.

The school has an Individual Needs Coordinator, and a full-time learning mentor and counsellor. Students presenting with particular educational needs are identified as soon as possible and the necessary support is provided; they may be withdrawn from lessons on occasions as appropriate. Where necessary, there is liaison with outside agencies. Parents are kept fully informed.

If a disabled student, as defined by the Disability Discrimination Act of 1995, qualified for entry they would be educated in accordance with the special educational needs policy. The school has disabled toilet facilities and there is access for those in wheelchairs to the majority of the school building. All the newer buildings, which came in to use from January 2006, are fully accessible for disabled people, and the main building is now also fully DDA compliant, giving access to all parts of the school.



# The Sixth Form

Our aim in the Sixth Form is to create an atmosphere in which students can develop both academically and socially.

The great majority of students will go on to university to study a wide range of degree courses at Russell Group or similarly reputable institutions.

Our Sixth Form Centre was opened in September 2007 and includes a lecture theatre, study room, music suite and specialist teaching and study areas for the Sixth Form.



## Academic study

We expect students to show commitment to study throughout their Sixth Form courses. Tutors and subject staff help with the organisation of work.

Progress is monitored by means of assessed classwork and homework, internal assessments and module tests. Feedback is given at parents' consultation sessions, through regular internal assessments and interviews, and in written reports.



## Careers Guidance

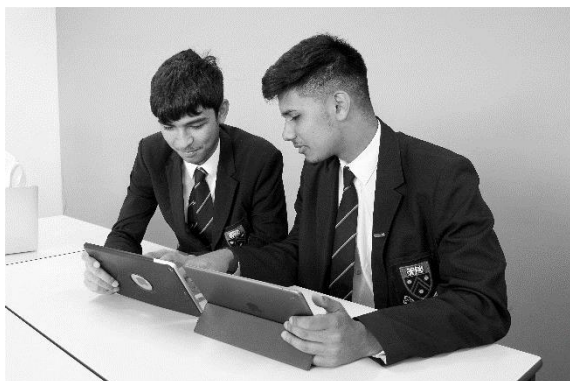
The two years of the Sixth Form passes very quickly, so looking to the future is essential. We provide a comprehensive programme of careers advice and guidance liaising with external careers specialists and with universities. The careers library contains a wide range of reference books, software, prospectuses and other literature.



## Social and community life

Tutor groups are made up of Year 12 and Year 13 students. Senior students take responsibility for the daily running of the Sixth Form Centre; they have their own Sixth Form council and organise their own charity and social events, including a formal prom for Year 13 after A Level examinations.

The greater freedom and privileges of the Sixth Form bring with them their own responsibilities. All Sixth Form students are encouraged to set a positive example to younger students.



Students are encouraged to use their skills and talents to support younger students and to help the local community.

Other students act as buddies for Year 7s, individual needs mentors across the school, or progress mentors with Years 10 and 11.

We can offer some students a placement in local primary schools or on community support programmes during Wednesday afternoon sessions.

***Full details about the Sixth Form, including the admissions procedure, are included in a separate Sixth Form Prospectus which is published later in the Autumn term. The document will be available on the school website and hard copies can be collected from the school.***

## Academic outcomes

Langley Grammar School students have consistently achieved very good results in **GCSE and A-Level examinations**, reflecting their hard work and the dedication and support of their teachers.

The Coronavirus pandemic resulted in the cancellation of the 2020 and 2021 examinations. Students' outcomes in those years were determined by processes of centre-assessment (CAG) and teacher-assessed (TAG) grades. Centre assessment grades were the school's estimate of the grades the students were most likely to have achieved had they actually sat the examinations. Teacher assessed grades were based on a systematic and rigorous series of assessments taken in school.

The tables below summarise the grades awarded to students at GCSE and A Level in each of the last four years.

*Please be aware that outcomes cannot be directly compared across the different years due to the different methods of assessment used and the statistical manipulation of results at national level by the examination boards.*

However, it is very pleasing to see that contrary to the national position, the proportion of top grades achieved by LGS students **increased** against 2021 and also very significantly against the 2019 examination-based results at both GCSE and A Level.

### GCSE outcomes

Indicator		2019 Exams	2020 CAGs	2021 TAGs	2022 Exams
GCSE	Grade 9	20.0%	24.7%	23.1%	45.1%
GCSE	Grades 9-8	39.5%	52.9%	52.0%	68.6%
GCSE	Grades 9-7	64.0%	79.2%	77.7%	84.7%

The 2022 outcomes were particularly commendable as this was the first set of GCSE examinations following the pandemic, and Year 11 students experienced significant disruption during their GCSE courses.

### A Level outcomes

GCSE outcomes are clearly very important, but ultimately it is success at A Level which determines students' prospects for higher education.

Indicator		2019 Exams	2020 CAGs	2021 TAGs	2022 Exams
A Level	A* grades	8.5%	20.1%	23.7	34.2%
A Level	A*/A grades	36.7%	57.4%	57.6%	70.4%
A Level	A*-B grades	67.3%	81.3%	79.4%	85.2%

The A Level results in the 2022 examination series were particularly commendable as this was the first set of examinations following the pandemic. Year 13 students did not have the experience of sitting their GCSEs due to the cancellation of the 2020 examinations. These excellent results enabled the great majority of students to take up their preferred university places or to pursue other paths such as higher level apprenticeships.



## Admissions – general information

Pupils are eligible to be considered for admission to Langley Grammar School in Year 7 if they meet the required standard in the Slough Consortium 11+ examination. The 11+ examination is designed to identify pupils with the ability and aptitude for the kind of academic education offered by the grammar schools in Slough.

### Slough Consortium 11+ entrance examination

Langley Grammar School is part of an 11+ testing consortium with Herschel Grammar School, St Bernard's Catholic Grammar School and Upton Court Grammar School. This is a shared examination process with the four schools using the same examination papers.

Under the current School Admissions Code, schools must inform parents of the outcome of admissions tests **before** the deadline for submission of the Common Application Form on 31 October in any given year. All 11+ testing, marking and standardisation must therefore be completed in order for results to be notified to parents before 31 October.

**This means that the 11+ entrance examination is held in September, and registration must be completed online in the preceding summer term.**

Full details of the 11+ entrance examination process can be found in the document '**Slough Consortium of Grammar Schools - a guide to the 11+**' available from the school website.

### Admission Areas

Langley Grammar School has defined admission areas which are described in the Admissions Arrangements. The inner admission area gives priority to applicants living close to the School who reach the eligibility score in the 11+ entrance examination.

Applicants from **within** the admission areas will be considered after the deadline for the submission of the Common Application Form. Due to oversubscription there is no realistic prospect of applicants living outside the three defined priority admission areas gaining a place; any such applicants will only be considered in the unlikely event of there being unfilled places after initial allocations are made in early March.

### Free school meals and Pupil Premium

Applications are welcome on behalf of pupils who currently receive free school meals, or who have received free school meals at any point during their primary school education. In the event of oversubscription, the School will give priority to pupils currently or previously in receipt of free school meals provided they meet the general required standard in the Consortium 11+ entrance examination.



# Determined Admissions Arrangements for 2023 Entry

## Admission numbers

1. The School's planned admission number (PAN) for entry into Year 7 in September 2023 is 180.
2. For entry into Year 12, there will be a minimum of 20 places for external students who have met the entry requirements in addition to students from the School's own Year 11 cohort who have met the entry requirements.

## 11+ Admission (Year 7 in September 2023)

3. Students will be admitted to the School at the age of 11 on the basis of their ability as determined by their performance in the 11+ entrance examination set and administered by the Slough Consortium of Grammar Schools. The procedures for testing are outlined in the *Slough Consortium of Grammar School - a Guide to the 11+ Test* document published annually by the Consortium.
4. A standardised score of 111 or above in the entrance examination means that an applicant is eligible for consideration for admission to the School.
5. Children with a Special Educational Need or Disability who have an Education Health and Care Plan where the School has been named by the Local Authority will be admitted automatically [see note (a)] and the number of places available to other applicants will be reduced accordingly.
6. In the event of oversubscription Looked After Children, or children who have been previously looked after [see note (b)], will take priority over all other applicants provided they are eligible for consideration. If this happens during the normal admission round, the number of places available to other applicants will be reduced accordingly.
7. To resolve issues of oversubscription, the School operates a series of Priority Admission Areas as described in the notes [see note (c)]. Where the number of eligible applicants exceeds the number of places available, places will be allocated according to the oversubscription criteria below. In all cases, students must have taken the Consortium 11+ tests and achieved equal to or higher than the eligibility score of 111.
  - a) Eligible applicants with a permanent home address [see notes (d) & (e)] within the school's Priority Area 1, up to a maximum of 100 places. If there are fewer places available than eligible applicants, places will be allocated **firstly** to those applicants who attract Pupil Premium funding at the closing date for submission of the Common Application Form [see note (g)], **and then** in rank order of performance in the entrance examination.
  - b) Eligible applicants with a permanent home address [see notes (d) & (e)] within the school's Priority Area 2 **and** who attract Pupil Premium funding at the closing date for submission of the Common Application Form [see note (g)].
  - c) Eligible applicants who are children of permanent members of the School staff who have been continuously employed by the school for a period of not less than 2 years prior to the closing date for applications or who have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
  - d) Eligible applicants with a permanent home address [see notes (d) & (e)] within the school's Priority Area 2, in rank order of performance in the admission examination.
  - e) Eligible applicants who live within the school's Priority Area 3, in rank order of performance in the admission examination.
  - f) Eligible applicants who live outside the Priority Admission Areas, in rank order of performance in the admission examination.
8. In the event of two or more eligible applicants being tied for the final place or places, places will be allocated to the applicants whose permanent home address is nearest to the School [see notes (d), (e) & (f)]. If applicants still remained tied, the Governors will exercise their discretion to admit above the Planned Admission Number.

## Determined Admissions Arrangements for 2023 Entry (*contd*)

9. Year 7 admissions to Langley Grammar School are co-ordinated through the Slough LA's Co-ordinated Scheme and its timetable. Applications should be submitted on the Common Application Form to the local authority responsible for the parental address.
10. All applicants who score 111 or above in the 11+ entrance examination but who may not be offered a place initially due to over-subscription will be placed on a waiting list. This waiting list will operate until 31<sup>st</sup> December 2022. The position of each applicant on the waiting list is determined through the application of the over-subscription criteria above. Each time an applicant joins or leaves the waiting list, the rank order of remaining applicants will be re-assessed. If a new applicant expresses an interest to join the waiting list, his/her position will be assessed following the administration of the 11+ entrance examination, provided the eligibility score of 111 is reached. Accordingly, the position of other applicants on the waiting list will be re-drawn.

If a parent wishes to keep their child on the waiting list, they will need to request an extension. This new waiting list, and any subsequent waiting list, will be drawn up using the over-subscription criteria in paragraph 7 above. There is no guarantee of a school place by remaining on the waiting list. The revised waiting list will operate until 31 August 2023; if a parent wishes to keep a child on a waiting list beyond this date, they will need to request an extension at the end of each academic year.

### **In-year admission to Years 7-11**

11. Children will only be admitted to the School other than at the start of Year 7 if (a) there are available places and (b) they are transferring from another grammar school in the Slough consortium, or are successful in the school's entrance assessment procedures relevant to their year of entry.

Applicants who have previously sat the Consortium 11+ examination for entry into Year 7, but who did not achieve a standardised score of at least 111, may not be considered for in-year entry in Year 7.

Requests for admission into the school, other than at the start of Year 7, should be made directly to the school. Applications for in-year admission may be submitted at any time during the school year.

Upon receipt of an in-year application, the school will notify parents of the date of the relevant entrance testing procedures in writing within 15 school days. Testing procedures will be held three times in each academic year; one in the second half of the Autumn Term, one in the second half of the Spring Term and one in the second half of the Summer Term.

The purpose of the entrance testing procedure is to determine whether the applicant's ability is comparable to the cohort to which they are applying for entry, following which they would be regarded as eligible for consideration for a place.

12. Where the school has places available, the following over-subscription criteria will be used where the school is considering more than one in-year application at the same time and there are not enough places to accept all eligible applicants:
  - a) Eligible applicants with a permanent home address [see notes (d) & (e)] within the school's Priority Area 1. If there are fewer places available than eligible applicants, places will be allocated firstly to those applicants who attract Pupil Premium funding at the date of application [see note (g)], and then in rank order of performance in the entrance testing procedures.
  - b) Eligible applicants with a permanent home address [see notes (d) & (e)] within the school's Priority Area 2 and who attract Pupil Premium funding at the date of application [see note (g)].
  - c) Eligible applicants who are children of permanent members of the School staff who have been continuously employed by the school for a period of not less than 2 years prior to the date of application or who have been recruited to fill a vacant post for which there is a demonstrable skill shortage.
  - d) Eligible applicants with a permanent home address [see notes (d) & (e)] within the school's Priority Area 2, in rank order of performance in the entrance testing procedures.



## Determined Admissions Arrangements for 2023 Entry (*contd*)

- e) Eligible applicants who live within the school's Priority Area 3, in rank order of performance in the entrance testing procedures.
- f) Eligible applicants who live outside the Priority Admission Areas, in rank order of performance in the entrance testing procedures.

Where the school has no available places, the application will be refused. Parents can apply to have their child's name placed on the waiting list for the rest of the academic year following refusal.

The position of each applicant on the waiting list is determined through the application of the over-subscription criteria above. Each time an applicant joins or leaves the waiting list, the rank order of remaining applicants will be re-assessed.

If a parent wishes to keep a child on a waiting list, they will need to request an extension at the end of each academic year. Remaining on the waiting list does not guarantee a school place.

### Admission to the Sixth Form

- 13. The intended number of students starting Year 12 in September 2023 is a minimum of 185. The planned admission number for applicants from outside the school is a minimum of 20. A variety of Sixth Form courses are offered, with different entry requirements; full details of these are published on the School website in the Sixth Form Course Guide together with further information about the application process [*see note (h)*].
- 14. Students must come directly into the Sixth Form from Year 11; no student will be admitted to the school to repeat/restart Year 12. Any student that has previously repeated Year 11 may not be considered for admission to the Sixth Form.
- 15. The minimum entry requirements for admission to Year 12 apply equally to both internal and external applicants and are based on:
  - a) a minimum average points score across all GCSE or equivalent qualifications taken;
  - b) minimum grades in both GCSE English Language and GCSE Mathematics (reformed qualifications);
  - c) specific minimum GCSE grades or other academic entry criteria for the particular A Level subjects to be taken.

Full details of the general and subject specific entry requirements are given in the Sixth Form Prospectus and Sixth Form Course Guide published annually on the school website [*see note (h)*]

- 16. In the event of the number of external applicants exceeding the planned admission number into Year 12, the following oversubscription criteria will apply:
  - a) Looked After Children, or children who have been previously looked after, [*see note (a)*] who meet the general entrance requirements as described in paragraph 13;
  - b) Applicants who meet the specific requirements for the subjects they intend to study, in rank order of GCSE average points score.

The Governors may exercise their discretion to admit above the planned admission number in order to ensure that the minimum target number of 185 students in Year 12 is reached.

No student will be admitted to Year 12 after 15 school days from the beginning of the Autumn Term; the beginning of the Autumn Term being defined as the first day of school for students.

### Appeals

- 17. The School will establish arrangements for appeals against non-admission, which will be independent of the School.

# Determined Admissions Arrangements for 2023 Entry (*contd*)

## Notes (these form part of the admission arrangements)

- a) An Education, Health and Care plan is a plan made by the local authority under Section 37 of the Children and Families Act 2014 specifying the special education provision required for that child.

Section 39(2) of the Children and Families' Act 2014 requires the local authority to consult the school before naming a school on the Education Health and Care Plan. Section 39(4) gives the only reasons why a school should not be named as "(a) the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or (b) the attendance of the child or young person at the requested school or other institution would be incompatible with – (i) the provision of efficient education for others, or (ii) the efficient use of resources." Langley Grammar School will therefore work with recognised authorities during the consultation process to ensure that a child with an Education, Health and Care Plan is of suitable ability to be successful in a selective school context.

- b) **Looked After Children** are defined as children who are (a) in the care of a Local Authority, or (b) being provided with accommodation by a LA in the exercise of their social services functions in accordance with Section 22(1) of the Children Act 1989, at the time an application to the school is made.

**Previously Looked After Children** are children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

An 'adoption order' is an order under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).

A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by Section 14 of the Children and Families Act 2014.

Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

- c) The School's Priority Admission Areas are defined using postcodes as follows:

<b>Priority Area 1 (Inner)</b>	SL3 7, SL3 8, SL3 9, SL3 0
<b>Priority Area 2 (Outer)</b>	SL0, SL1, SL2, SL3 (outside Area 1), SL4 TW18, TW19, TW20 UB3, UB4, UB7, UB8, UB10
<b>Priority Area 3 (General)</b>	SL5, SL6, SL7, SL8, SL9 TW3, TW4, TW5, TW7, TW13, TW14, TW15 UB1, UB2, UB5, UB6, UB9 HA1, HA2, HA3, HA4, HA5, HA6 W5, W7, W13 RG12, RG42

- d) An applicant's **permanent home address** is their normal place of residence, excluding any business address or a relative or childminder's address, and must be the permanent place of residence of the parent/carer with whom the applicant spends the majority of his/her time.

Where there is a formal residence order or child arrangements order which states that care of the child is equally shared between parents/carers, then it is up to them to agree which address to use for the purpose of making a school place application. If care of the applicant is not equally shared, the address of the parent with whom the applicant spends the majority of his/her time must be used.

## Determined Admissions Arrangements for 2023 Entry (*contd*)

Applicants for entry to Year 7 in September 2023 must be resident at that address on the closing date for the Common Application Form on 31<sup>st</sup> October 2022 and have been **continuously resident at the same address since 1<sup>st</sup> May 2022**, i.e. six months prior to the Common Application Form closing date.

The school may check the authenticity of the address stated; proof of residence or further information may be requested and must be provided.

- e) If the main address has changed temporarily, for example where a family is renting a property on a Short Term Tenancy Agreement (12 months or under), then the parental address remains that at which the parent was resident before the period of temporary residence began unless it can be shown that all ties to the previous address have been relinquished, or that the move is not easily reversible.

The Governors may refuse to base an allocation on an address which might be considered only a temporary address or an address of convenience. An address of convenience is considered to be an address used for the purposes of gaining a school place which is not a child's normal, permanent residence.

If the permanent home address of an applicant is incorrectly stated or a parent/carer submits false or misleading information or deliberately withholds any relevant information, the application will be invalid and will result in the withdrawal of an offer of a place or a place already accepted at the School.

Where Service families or other Crown Servants who often move within the UK and from abroad, are posted to the area, we will allocate a place in advance of the family move if an official government letter is provided declaring a relocation date and an intended address.

- f) Distances will be measured using a computerised mapping system. The measurement is taken from the address point of the applicant's home to the address point of the school. It does not take into account the actual or expected route a child will travel to school.
- g) Parents/carers whose children attract the Pupil Premium funding must be able to demonstrate that they are in receipt of, or eligible for free school meals at the closing date for the Common Application Form, or have been eligible to receive income-related free school meals at any point since September 2016.
- h) The Sixth Form Prospectus and the Sixth Form Course Guide form part of the school's determined admissions arrangements and are published annually on the school website.

### **Advice (this is not part of the admissions arrangements)**

The Priority Admission Areas represent the geographical area in which almost all students across the school live. It is anticipated that the school will continue to be heavily oversubscribed and that applicants living outside these defined areas therefore have no realistic chance of being offered a place under these admission arrangements.