



CHOOSING A GRAMMAR SCHOOL AND TAKING THE KENT TEST

Note: 'Admission to Secondary School in Kent 2019' is the essential KCC handbook for parents regarding transfer to secondary school. You can find it online at:
<http://www.kent.gov.uk/education-and-children/schools/school-places/kent-test>

Registering for the Kent Test

- Any Year 5 pupil who is interested in applying for a place at Borden Grammar School for September 2019 must have registered for testing **between 1st June – 2nd July 2018**.
- Parents can register for the test online by visiting www.kent.gov.uk/ola or by returning a paper copy to their primary school or direct to the Kent Admissions team.
- If you register online it is vital that you select the correct primary school that your child attends, some have similar names so be careful!

The system

- Parents are able to apply to four schools on the Secondary Common Application Form (SCAF) by **31st October 2018**.
- If you wish to include Borden among your choices, your child must have taken the Kent Test. Results will be sent to parents on Thursday 11th October.
- If a child takes the Kent Test, does not pass and parents wish to make an appeal, Borden Grammar School must be named on the SCAF.

Does order of preference on the SCAF matter?

- Once the Local Authority has results for the Kent Test, it will seek to allocate your son to a school on his SCAF using criteria set out in the KCC booklet. Allocations for all children will be posted or emailed (after 4 pm) to parents on 1st March 2019. You can also log in to see your allocation online after 5 pm that day.
- If he has passed the Kent Test and placed Borden first then he will be allocated a place at Borden unless the school is over subscribed.
- If he has passed the Kent Test and placed a High School first and Borden second he will be allocated a place at a High School. Your son may be reallocated a place at Borden provided you request this in writing by 28th March 2019 and there are vacancies.
- If he has not passed the Kent Test and placed Borden first and a High School second then the Local Authority will automatically make that High School your son's first choice school before allocation of secondary places occurs.
- Secondary schools in Kent are not told whether a particular applicant placed a school first, second, third or fourth.

Headteacher reviews

- These occur before parents receive Kent Test results.
- If your son has not passed but was close to the pass mark, his Headteacher may forward a report and samples of work to a panel of Primary and Secondary Headteachers or their Deputies. Some children have their assessment changed at this stage.



What if my son takes the Kent Test and does not pass?

- You have the option of making an appeal to an Independent Panel.
- A successful appeal is usually based on a child being close to the pass mark and evidence that demonstrates that a low test score was uncharacteristic, or that other significant identifiable factors had affected performance in the Kent Test, or both. Additionally, if there is evidence from the primary school of your son making very rapid progress in Year 6 since the September test, you may have good grounds for an appeal.

Parental appeals for a grammar school place

- If your son has passed the Kent Test and you have placed a grammar school first on the SCAF but have not been offered a place because of over - subscription you may appeal in March 2019.
- If a Primary Headteacher does not seek a review or if the review is not successful you may request a parental appeal in March 2019 once school allocations have been published. You can only do this if a grammar school has been named on your son's SCAF.
- You will be asked to state in writing why you believe your son should be offered a grammar school place and asked to attend a meeting.

What might be the basis for a parental appeal?

An appeal may reasonably be made if:

- Your son has passed the Kent Test and the grammar school you wish him to attend is your nearest or is your preferred grammar school.
- A child narrowly misses the pass mark in the Kent Test or has a result in one section that is out of character with his work at school.
- Your son's work in Years 5 and 6 is good quality and of a standard to suggest he would be well placed at a grammar school.
- He has scores in tests from Year 5 or Year 6 that suggest he would be well placed at a grammar school.
- Significant factors affected his test results (see guide for parents.)
- If you feel that Borden is the appropriate school for your son then the appeals process is available to you provided you have included the school on your son's SCAF.

What Borden Grammar as an Academy should do.

- Appeal letters from parents should be addressed to the school for the attention of the Clerk to the Appeals Panel.
- Appeals will be held in April /May. Late appeals may still be heard after that date.
- Borden cannot provide assistance on individual cases as it is an admissions authority. Staff at the school can answer questions about the process and should (according to the National Code of Practice) provide you with written information and guidance regarding the appeals process. An appeals process cannot be started until after 3rd March 2019.



GENERAL SCHOOL INFORMATION

A full list of Borden Grammar School staff and our term dates can be found on our website www.bordengrammar.kent.sch.uk

Information about Admissions

Most pupils are admitted at the age of 11 in Year 7 in accordance with Kent admission and selection procedures.

A number of places are, however, available from Year 8 through to Sixth Form level. As of September 2019 the school has places available in Year 10. Interested parents should contact Mr Artingstoll or Mrs Cole for more information about how to apply for a place.

Pupils can enter Borden at other stages in their school career but entry will depend on the availability of places and results of standard tests through the casual admissions process. Admission criteria for the Sixth Form are based upon a minimum requirement at GCSE.

School Uniform

The school attaches a great deal of importance to the appearance of pupils. Boys are required to wear the correct school uniform and to wear it properly. This consists of a navy blue blazer, white shirt, school tie, dark grey trousers, grey socks and plain black leather shoes. A full uniform checklist is available to view on our school website. Key items of uniform are available through Forster's School Outfitters on East Street.

The School Day

Registration	8.45	-	8.50
Assembly	8.50	-	9.05
1 st Period	9.05	-	10.20
2 nd Period	10.20	-	11.35
Break	11.35	-	11.55
3 rd Period	11.55	-	1.05
Lunch Hour	1.05	-	2.05
Registration	2.05	-	2.10
4 th Period	2.10	-	3.30

The number of hours allocated each week to actual teaching is 25
(in addition, time is devoted to registration, assembly etc.)

The recommended minimum teaching week indicated by the Department for Children, schools and Families is 24 hours.



CURRICULUM INFORMATION

The Key Stage 3 Curriculum

The curriculum at Key Stage 3 (Years 7 - 9) enables students to access specialist teaching in a wide and balanced range of subjects. In addition, we provide opportunities to develop skills in working as part of a team and independent learning through creative and cross-curricular activities. This means our students enjoy a rich and varied learning experience.

We work on a two week cycle of lessons and a typical year 7 timetable is set out below.

Week 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
1	Games	English	Science	P.E.	Music
2	English	History	Maths	PSHE/ R.S	Maths
3	Science	Spanish	Design Technology	ICT	Art
4	Drama	Geography	Maths	French	Science

Week 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
1	History	Maths	Art	Music	Geography
2	English	English	Spanish/ French	Science	P.E
3	Games	Spanish	Design Technology	English	Maths
4	ICT	R.S/ PSHE	Science	French	Science

At some times during the year, some subjects may be combined to enable pupils to undertake an Independent Learning Programme, which develops a range of skills across a number of topic areas.



CURRICULUM INFORMATION

Choices at GCSE

Pupils are invited to choose from a range of options as detailed in the table below. The choice will be made in the light of discussion with teachers at the Year Nine Parents' Evening and with the help of a booklet giving details of all courses and of the options available. In addition all boys in Years 10 and 11 will follow courses in Physical Education and Personal Development (including PSHE, Careers and Citizenship) and, unless withdrawn on parental request, in Religious Studies.

Compulsory Subjects	Mathematics, English, English Literature, Science (Triple Award or Dual Award)
EBacc Options (choose two from four)	French / Geography / History / Spanish
Free Choices	Art, Design Technology, Drama, French, Geography, History, Information Technology, Music, Physical Education, Religious Studies, Spanish, Statistics and Further Maths

Choices at Advanced Level

Year 11 pupils normally move on to study at A Level where they are joined by pupils from other schools. The majority of pupils entering the Sixth Form will be expected to take four A Levels together with a qualification in either General Studies or the Extended Project. The remainder will take three A Levels and General Studies. The opportunity to do this will depend on the constraints of the timetable and on demand. Choices are detailed in the table below.

ADVANCED LEVEL	
Art	Mathematics
Biology	Maths & Further Maths (Double Maths)
Business Studies	Music (Taught at Highsted)
Chemistry	Photography
Design Technology	Physics
English Literature	Psychology
Film Studies	Religious Studies
French	Sociology
Geography	Sports Studies
History	Spanish
ICT	Certificate of Financial Studies

Other subjects not taught at Borden may, timetable permitting, be taken at our Partnership Schools, Highsted or Fulston Manor.

Religious Education and acts of Collective Worship

Parents have the right to withdraw their children from religious education and/or collective worship. Arrangements should be made with the Headteacher.



EXAMINATION RESULTS 2017

SUMMARY OF GCSE RESULTS FOR YEAR 11 PUPILS

Number of pupils in school in Year 11: 120

Number of students	No. achieving 5 or more A-A* / 7-9	Attainment 8 score	Progress 8 score
120	52	60.5	0.03

SUMMARY OF A/AS RESULTS FOR PUPILS IN YEAR 13

Number of pupils in relevant group: 115

Retention Rate at A2	Proportion of grades at A* - B	Average grade per entry
>97%	37%	C

A full breakdown of GCSE and A Level results is available on our website after the appeal process is complete for external examinations.



OFSTED: 2016, 2013 & 2011

You can find a link to our most recent Ofsted report on our website, and below are some of the details from the 2016 & 2013 report (both carried out in November) and also from an Ofsted subject inspection of PE, undertaken in March 2011:

School Inspection Report, November 2016:

The leadership team has maintained the good quality of education in the school...you have continued to raise standards and tackled areas for improvement well, with a key focus on improving key aspects of teaching, learning and assessment.

There is an aspirational culture, and sixth formers act as excellent role models to younger pupils by playing an active role in the life of the school.

Senior leaders regularly evaluate the quality of teaching and learning in lessons, which enables them to accurately identify strengths and priorities for improvement.

Pupils are polite, friendly and continue to behave well in lessons and around the school site. They value their learning and play a full part in lessons. There is a strong sense of community and pupils are rightly proud of their school and the opportunities it offers.

Pupils told inspectors they feel safe and happy at the school and parents confirmed this view. You have ensured that all safeguarding arrangements are fit for purpose, there is a culture of vigilance and records are detailed and of high quality.

School Inspection Report, November 2013:

Central to the school's success is the headteacher's strong focus on the quality of teaching and achievement of every student.

Parents, staff and students are exceptionally positive about the standards of behaviour and safety in the school. Students display a fierce pride in their school.

Students arrive at their lessons hungry to learn and engage enthusiastically with classroom activities.

Disabled students and those with special educational needs are well supported.

The relationship between teachers and students is a particularly strong feature of the school and helps to ensure that there is an exceptionally positive climate for learning.

Students feel very safe and say that bullying of any form is extremely rare.

The school's leaders, including the governors, know their school well and what needs to be done to improve it still further.

PE Report, 2011:

The school is inclusive: teachers ensure that students that have special educational needs and/or disabilities are fully involved in lessons and enjoy the same opportunities as others. Gifted and talented students feel that their talents are fully recognised.

DESTINATION OF LEAVERS 2017

	Year Thirteen	Year Eleven
Total in year	115	120
Higher Education (degree)	79	-
Deferred entry into Higher Education	6	1
Further Education (non-degree)	1	22
Employment	6	2
Apprenticeship	4	8
Seeking employment	19	-
TOTAL NUMBER OF LEAVERS	115	33

We take very seriously the advising of students on options after they leave school. We are very pleased that the overwhelming majority of Year 13 students have again all achieved grades that enable them to enter university or secure employment with training if they so wish.



SEND POLICY (Summary of Main Document)

School Governors

The Governing Body has delegated authority to the Headteacher to implement its Special Needs Policy, and one of its Committees, the Pastoral and Curriculum Committee, takes an active interest in this. The School has a Special Educational Needs Coordinator, who is responsible for day to day implementation; staff and parents who feel that there are needs to be addressed should refer in the first place to her.

Categories of Special Need

While the school regards each pupil as an individual, Special Needs tend to fall into three areas in the selective school.

1. Behavioural, Emotional and Social Difficulties

Individual behavioural difficulties identified by parents, staff or other agents are dealt with by

- (a) Advice/counselling direct with the pupil by subject teacher/Form Tutor/Year Head/pupil support team;
- (b) Parents are involved in discussion as soon as problems are identified
- (c) Where appropriate, the professional expertise of the School Welfare Officer, the Behavioural Support Service, the Educational Welfare Officer and Educational Psychology Services are called upon by the school
- (d) Procedures of KCC are observed as appropriate

2. Physical / Sensory Impairment

Learning Support Assistants are employed as necessary. Provision has been made for wheelchair access and all new buildings will also be fully accessible. Specialist PI / VI / HI teachers visit the school to advise on a regular basis.

3. Communication and Interaction Needs

An increasing number of pupils present needs in this area. Support groups run every lunchtime and before school to assist pupils with this difficulty. All staff receive regular training in dealing with pupils who are on the autistic spectrum.

Where a special need of any category is recognised by the school, even where this is not of such a nature as to be stated, the Headteacher may make available funds to provide special assistance to the pupil(s) concerned.



ACCESSIBILITY PLAN

A full copy of Borden Grammar School's accessibility plan can be obtained by contacting the school.

A brief summary is shown below:

Access to the physical environment

- External signage is in place to direct disabled to suitable entrances to the building and to the car park
- Official designated disabled staff car park spaces are clearly marked
- Kerbs at the back of the building have been lowered to allow access to the back of the building and to the pavilion
- There is wheelchair access to the Hardy Block entrance from the front car park drop off point
- There is a lift in the Main Building, Short Building, and Pavilion to give wheelchair access to the first floor
- Ramps exist to enable wheelchair access to the Sports Hall and the kitchen servery area
- Disabled toilet facilities are available within the Main Building and the Pavilion
- There is disabled access to the PE Department, including disabled changing facilities

Access to the curriculum

We organise classrooms and timetabling to ensure that the full curriculum is accessible to all pupils in the school. Teachers and support staff are given appropriate training to meet the needs of particular pupils who may need additional support to access the curriculum.

Access to information

ICT resources and large print materials are made available to help pupils who may need them. The school is committed to responding to the needs of all its members.



GOVERNING BODY

Three Foundation Governors:

Barrow Trust
Sittingbourne Magistrates
The Headteacher, ex-officio

G Wetherell Esq (Chairman)
Mrs B Casbolt

Community Governors

Mrs Y Herbert (Vice-Chair)
C Browne Esq.
Mrs H Hendry
Mrs S Mendoza
M Stewart Esq

Five Elected Parent Governors

M Bailey Esq
C Easton Esq
Mrs M Johnson
Miss V Meacham
D Watkins Esq

Two Elected Teacher Governors

Mrs E Carter, MA
Mrs M Brooker

Elected Staff Governor

T E Hewett Esq.

Clerk

Mrs J Myhill



BORDEN GRAMMAR SCHOOL ADMISSION POLICY 2019

Borden Grammar School is the 11-18 selective grammar school for boys in the town of Sittingbourne and the surrounding areas (and for girls from the age of 16). The school will admit boys to Year 7 who have been successful in the Kent Test or through a parental appeal. The main principle of admission to the school is to maintain the character of a selective, single sex school. We promote excellence and expect boys to exhibit a strong work ethic and commitment to academic study.

Only students who attain the required standard in the prescribed arrangements for selection by reference to ability and aptitude will be eligible to be considered for admission to the school

The number of planned admissions for the year commencing September 2019 will be 120.

Oversubscription

Where successful applications exceed the number of places available, the following criteria will be applied in the order laid out below

1. **Children in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with the parents/carers (Section 22 of the Children Act 1989) or who ceased to do so because they were adopted or who are subject to a care order under Part IV of the Act. This applies equally to children who immediately after being looked after by the local authority become subject to an adoption, residence or special guardianship order (as defined by Section 46 of the Adoption and Children Act 2002 or Section 8 or 14A of the Children Act 1989).
2. **Free School Meal Eligibility** – up to 15% of places for admission into Year 7 will be reserved for children who have been eligible for Free School Meals (FSM) at any time during their KS2 primary schooling (Years 3– 6). Parents wishing to apply under this criterion must ensure that they complete a Supplementary Information Form and return it to the school by 31 October. Parents must also complete the Secondary Common Application Form, naming the school, otherwise their child cannot be considered for a place.
3. **Current Family Association** – a brother (or sister in the Sixth Form) attending the school when the child starts. In this context, brother or sister is taken to mean a child who live as brother or sister in the same house, including natural brothers and sisters, adopted siblings, step-brothers or sisters and foster brothers and sisters.
4. **Health and Special Access Reasons** – medical, health, social and special access reasons will be applied in accordance with the school's legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents/carers' physical or mental health or social needs means that they have a demonstrable and significant need for their children to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and Borden Grammar School.
5. **Traditional School Areas** –
 - a. Firstly children who reside in the postcode areas beginning with the following: ME9, ME10, ME11, and ME12.
 - b. Then children who reside in the postcode areas beginning ME8 & ME13
 - c. And finally, children living in any other area



In the case of oversubscription within one of the above criteria, places will be allocated according to the nearness of children's homes to school - we use the distance between the child's permanent home address and the school, measured in a straight line using the National Land and Property Gazetteer (NLPG) address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by NLPG. The same address point on the school site is used for everybody. The school uses measurements as provided by the local authority and further information on how distances are calculated, including what is defined as 'permanent or main residence', is available in the Admissions to Secondary School in Kent booklet provided by the Local Authority. A block of flats has a single address point reference, so applicants living in the same block will be regarded as living the same distance away from the school. In the unlikely event that two or more children live in the same block and in all other ways have equal eligibility for the last available place, their names will be issued a number and drawn randomly to decide which child should be offered a place. Please note that, before the application of oversubscription criteria, children with a Statement of Special Education Needs (SEN) which names the school will be admitted. As a result of any such admission(s) the published admissions number will be reduced accordingly.

Appeals

Parents/carers of pupils who are not offered a place at the school have the right of appeal to an Independent Appeals Panel. For places in Year 7, details of the Appeals Process will normally be sent out by the Local Authority with the offer letters. Appeals should be lodged in writing to **The Clerk to the Independent Appeals Panel, c/o Borden Grammar School**, marked 'Appeals'.

Casual Admissions

The school will admit boys into Years 8 - 11 if there is a vacant place – having been successful in school based tests.

Late Applications

Late applications for admission to Year 7 will be accepted and processed in line with the scheme published in the local authority's admission booklet.

Admission outside of the normal age group

Requests for admission outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Such an applicant will be expected to have gained the 'grammar' classification in the Kent PESE Tests, and if a request to apply for admission outside the normal age group is granted, it does not guarantee a place at the school. Parents are not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede the school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year 7 the following year. Deferred applications must be made via paper SCAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria.



Waiting Lists

Borden Grammar School will, in line with the local authority, maintain a waiting list until the first day of the Spring Term in the admission year. Offers of admission from the waiting list will be made in accordance with the oversubscription criteria as laid out above. Placing a child's name on the waiting list does not guarantee that a place will become available.

Withdrawal of Offers

After a place has been offered, Borden Grammar School reserves the right to withdraw the place in the following circumstances:

1. Where a parent/carer has failed to respond to an offer within a reasonable time;
2. Where a parent/carer has failed to notify the school of important changes to the application information;

Where that place was offered on the basis of a fraudulent or intentionally misleading application from a parent/carer.

Admission to the Sixth Form

The school will admit boys and girls to Year 12 who obtains the entry requirement of

- At least 5 GCSE passes at grades 9-5 in the new qualifications (or A*-B grade in the old GCSEs) including English (either Literature or Language if both were taken) and mathematics;
- Preference on Advanced Level courses will be given to those students securing at least a grade 6 (or grade B in the old GCSE assessment system) in the subject they wish to study.

For students wishing to commence a new course at Advanced level their performance in a GCSE subject that relates to the new subject will be paramount; in certain subjects the minimum entry requirement is higher and this is noted in the sixth form prospectus under individual subjects.

Priority for admission to Year 12 will be given to existing students transferring from Year 11.

The PAN for external candidates will be 30 but this figure may be exceeded in the event that this and the number of internal students transferring into Year 12 is less than the overall total figure for the year group, which is 118. Offers will be made on the basis of predicted performance at GCSE, with the requirement that the above grades are achieved in the final examinations prior to entry to the Sixth Form and the pupil's chosen subjects being accommodated on the timetable, infeasible group sizes. All offers made in Year 11 are conditional on pupils meeting the grade criteria specified and will only be realised upon confirmation of actual GCSE results. Offers will be made before the end of May 2019. Where learners have achieved better results than predicted grades they will be considered on the basis of grades achieved and ranked accordingly for any places that become available as a result of other learners failing to meet the required entry levels.

The school will admit external students to Year 13 if there is a vacant place, if the specification studied in Year 12 dovetails with the Year 13 provision at the school, and if the student would have met the entrance requirement to join the school in Year 12.

In the case of oversubscription, the following criteria will be applied in the order laid out:

1. **Children in the Care of the Local Authority** – as defined above
2. **Internal candidates transferring from Year 11**
3. **Current Family Association** – as defined above
4. **Health and Special Access Reasons** – as defined above
5. **Traditional School Area** – as defined above

In the case of oversubscription within one of the above criteria, places will be allocated according to the proximity of the student's home to the School, as defined above

Parents/carers have a statutory right of appeal, should an application for a place be refused, by writing to The Clerk to the Governors, care of the school, marking the envelope 'Sixth Form Appeal'.

Later applications for places in the Sixth Form will be considered if places in appropriate subjects are still available after all other applicants have been considered.

Borden Grammar School Admission Policy 2019

(Map to show postcodes referenced in the policy)



Traditional School Areas as defined in the document:

- a. **Firstly** children who reside in the postcode areas beginning with the following: ME9, ME10, ME11, and ME12.
- b. **Then** children who reside in the postcode areas beginning ME8 & ME13.
- c. **And finally**, children living in any other area.