

# **ADMISSIONS POLICY**

**Renewed 3 June 2025**

## **INTRODUCTION**

Christ Church Cathedral School applies its policy on admissions fairly and equally with regard to all those who wish to attend this school, paying particular note to the non-discrimination duties outlined in the Special Educational Needs & Disability Act (2001), the Education Act (2002), the Equality Act (2010) and subsequent legislation.

## **AIMS AND OBJECTIVES**

- We welcome children from all ethnic and religious backgrounds.
- All applications will be treated on merit and in a sensitive manner.
- Children may be admitted to the Nursery from the beginning of the term during which they turn 3, provided they turn three in the term that they join and are considered “ready” for Nursery. This is assessed during visits previous visits to the setting.
- Ours is an academically selective school. From Form 1 upwards, each child is assessed for entry in terms of aptitude and ability according to such criteria as may, from time to time, be determined by the Headmaster, working in conjunction with the Governing Committee and the Senior Management Team. Entry to the Nursery and Reception is determined by a less formal assessment and whether the school is the right setting for each child's needs

## **THE ADMISSIONS PROCESS**

For parents interested in sending their children to CCCS, the first stage is to make contact with the Registrar. The Registrar will arrange for a visit during which the parents will meet the Headmaster, who will spend time getting to know them and answering questions as well as asking a few himself. The Headmaster will also show the parents round the school, subject to

his availability, otherwise it will be another member of staff. Often the parents will bring their child with them, particularly if they are seeking entry into the Prep school, but this is not a requirement, and many parents come without children. The Registrar will take the opportunity to answer any questions about entrance and will provide the parents with some further information about the school.

If the parents wish to proceed with an application, they will be asked to fill in a registration form and pay a registration fee. Applications for admissions are usually dealt with by date of registration. The next step is a taster session or day, prior to which the school obtains a reference from the child's current nursery or school. Applicants to Nursery are invited in for one or two taster sessions in Nursery. Pupils applying to Reception will spend the morning with us and those applying for Form 1 and above, a full day. During this time, they are assessed informally in the classroom. In the case of a pupil entering the Prep school, the taster day will also involve the setting of diagnostic tests (see below). Feedback will then be provided to the Registrar, who will then discuss the matter with the Headmaster and a decision as to whether to offer the pupil a place will then be made.

If the Headmaster decides to offer a child a place, an offer letter will be issued which the parents must sign and return along with a deposit in order to secure the place. The deposit is refunded when the child leaves the school.

If a boy is applying to be a Cathedral Chorister, in addition to the process above, he will first have a voice trial with the Cathedral Organist and the School's Director of Music. The school tour will include a visit to the Boarding House where there will be an opportunity to meet the Housemaster and one of the matrons. If the boy passes the voice trial, he will be invited to a taster day during which the tests mentioned above will be taken and, at a later date, to spend the night in the Boarding House. The Headmaster will then decide whether to offer a place after consultation with all interested parties.

## **THE ASSESSMENT PROCESS**

The aim of the process is to identify potential. We are looking for well-rounded pupils with a genuine interest in education in the broadest sense of the word, with interests that stretch

beyond the confines of the academic curriculum. The school has strong traditions in music, drama, art and sport. There are many extra-curricular activities, all of which are important in developing a well-balanced, confident individual.

There is no specific preparation for the entrance tests into Prep. All candidates start on an equal footing, with identical opportunities to display their academic aptitude. The diagnostic tests entail vocabulary, reading in context, spelling, maths, reading accuracy and comprehension.

- We shall do everything possible to ensure that a disabled pupil is not placed at a substantial disadvantage. Our school makes provision from within its resources to address the requirements of those children who may have disabilities and/or special needs, but those resources are finite. Where a child with special needs shows evidence of the requisite level of ability, as outlined above, a place will be offered on the basis of our assessment of our ability to properly meet the needs of that child from within the resources available to us, the possibilities of making reasonable adjustments to our educational arrangements and facilities having been investigated.

In judging what reasonable adjustments can be made we take into account:

- The need to maintain academic, musical, sporting and other standards
- The financial resources available
- The cost of taking a particular step
- The extent to which it is practicable so to do
- Health and Safety requirements
- The interests of other pupils
- Planning and Listed Building constraints

## **SIBLING POLICY**

Many siblings join our School, which has a sibling priority policy. However, admission for siblings is not automatic and there may be occasions where we judge that a sibling is likely to thrive better in a different academic environment.

## **FLUENCY IN ENGLISH**

In order to cope with the academic and social demands of our School, pupils should be fluent English speakers. In an ideal world pupils would have been educated in the English medium for some time before coming to the School. We do, however, both accept and welcome pupils to the School, provided that the assessment criteria above are met, who have little or sometimes no experience of English, especially in the younger years. This is at the Headmaster's discretion. Here it is crucial both that parents agree to tuition in English as an Additional Language (EAL) (for which an additional charge is made) and commit to helping boys at home to reinforce the work done at School.

## **RELIGIOUS BELIEFS**

Although we are a Christian foundation, we do not select for entry on the basis of religious belief, and we are flexible in offering the opportunity for those of other faiths, where necessary, to attend specific events and ceremonies. However, parents should be aware that, for example, weekly assembly at CCCS is Christian in nature, and that our aims and ethos reflect the Christian way of life.

## **SCHOOL'S CONTRACTUAL TERMS & CONDITIONS**

Copies are on our website and will be made available to parents as part of the admissions' process.

## **COMPLAINTS**

We hope that you and your child do not have any complaints about our Admissions Process; but copies of our Complaints Procedure can be sent to you on request and our policy is posted on our website ([www.cccs.org.uk](http://www.cccs.org.uk)).

## **CLASS SIZE**

Currently we teach Pre-Prep boys in classes which are normally no more than 16 (Reception) and 18 (Years 1 and 2). Classes in Years 3 to 8 do not usually go above 20 boys. From Year 4 upwards, four of the places are allocated to choristers. We have one form per year group and set in Maths and English from Year 5 upwards and in languages in Years 7 and 8.

## **REVIEW**

The Headmaster and SMT will review this policy annually. Additional individuals with relevant expertise may be co-opted at this time.