

BUCKINGHAMSHIRE COUNTY COUNCIL



**CONSULTATION ON
RELEVANT AREA WITH EFFECT FROM SEPTEMBER 2004
ADMISSION ARRANGEMENTS FOR
SEPTEMBER 2003**

JANUARY 2002

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SECTION 1

RELEVANT AREA FOR SCHOOL ADMISSION ARRANGEMENTS FROM SEPTEMBER 2004

The relevant area within which consultation will take place over school admission rules and arrangements in Buckinghamshire for September 2004 and beyond will extend to the limit of the County boundary.

This will mean that for secondary school admission arrangements:

1. Where the LEA is the Admission Authority, consultation will take place with:
 - all other secondary and primary admission authorities within Buckinghamshire
 - neighbouring local education authorities
2. Where the Governing Body is the Admission Authority, consultation will take place with:
 - the Buckinghamshire LEA
 - all other Secondary and Primary Admission authorities within five miles of the entrance to the school
 - any other LEA within five miles of the entrance to the school

In the case of primary school admission arrangements:

1. Where the LEA is the Admission Authority, consultation will take place with:
 - all other Primary Admission Authorities within Buckinghamshire
 - neighbouring Local Education Authorities
2. Where the Governing Body is the Admission Authority, consultation will take place with:
 - the Buckinghamshire LEA
 - all other Primary Admission Authorities within two miles of the entrance of the school
 - any other LEA within two miles of the entrance of the school

SECTION 2

ADMISSION ARRANGEMENTS FOR SEPTEMBER 2003

ADMISSIONS TO PRIMARY SCHOOLS

Rising Fives

In Buckinghamshire the current policy is for children to start school part-time in the term in which their fifth birthday falls. Such children are known as rising fives. The children are admitted as follows:

- A child who reaches the age of five on or between 1 September and 31 December will be admitted as a rising five in the Autumn term.
- A child who reaches the age of five on or between 1 January and 30 April will be admitted as a rising five in the Spring term.
- A child who reaches the age of five on or between 1 May and 31 August will be admitted as a rising five in the Summer term.

Some schools have used their discretion to admit rising five children on a full time basis. Parents will need to check this with individual schools.

In addition to rising fives, some schools may make provision for four year olds. In Buckinghamshire, most children will have commenced schooling as a rising five. If, however, parents feel there are compelling reasons (e.g. social, medical or educational), why their child should be admitted at four years of age, they are asked, in the first instance, to contact the Pupil Support Team at County Hall.

By law, all children in England must be in full time education from the term following their fifth birthday. Children who are four years of age are entitled to free nursery education in the term following their fourth birthday, should their parents wish it, for 2½ hours per day. The “free” early years education place is refunded to the parents via the provider.

A Buckinghamshire Early Years Development and Child Care Partnership has been established and has representatives from all registered providers and agencies (e.g. schools, playgroups, pre-schools, Montessori schools, day nurseries, independent schools, NHS Trusts, TECs, Pre-school Association, employers, FE Colleges, National Childminders Association, County and District Councils, Home Start, Parents as First Teachers and Parent representatives). The Partnership has drawn up an Early Years and Child Care Plan known as “Right from the Start” which outlines the education and care provision which is available in Buckinghamshire, and sets the targets needed to improve and expand that provision. The targets are reviewed annually, based on parental and public consultation, feedback, and monitoring. The Plan is published in May each year, and is available to be read at all libraries in Buckinghamshire. A brief summary of the Plan is also available for all interested parties from the Early Years Development and Child Care Team.

The Buckinghamshire Children’s Information Service is a one stop shop information service, free to all Buckinghamshire parents and carers, and provides details on child care, education, special needs, leisure activities and after school clubs for children aged from 0-14 years. A local list of providers and other information leaflets are available on request.

It is important that parents contact their local schools, nursery schools, playgroups and other providers as soon as possible before their child’s fourth birthday, to establish the early years

provision available locally, as this is subject to change. This information is available from the Buckinghamshire Children's Information Services and on the Internet.

Children of Compulsory School Age

Children are considered to be a compulsory school age once they have reached their fifth birthday. They must attend school full time (**or otherwise receive a suitable full time education**) from the term following their fifth birthday.

Over-subscription: primary allocation criteria

If there are more preferences for places at a particular school than can be met, places are allocated in accordance with the criteria listed below:

1. Children living within the catchment area of the school.
2. Siblings of children who will still be in attendance at the school on the date of admission (and this will be checked before an offer is made).
3. Denominational preference for a Church of England school (voluntary controlled schools) supported by proof of Church commitment, e.g. letter from the local Vicar.
4. Children with exceptional medical or social needs (**including children in public care**) supported by written evidence, from a doctor, social worker, education welfare officer or other appropriate person.
5. Children with exceptional educational needs, supported by written evidence from an appropriate professional.
6. Once the above criteria have been applied, then further places will be awarded according to the distance between the family's normal home address and the school's nearest entrance gate: closest first. The shortest designated route is a public route with a proper made up surface, such as tarmac or concrete. If it is a road, it does not have to have a separate pavement.

At each stage late preferences are considered after preferences expressed by the deadline.

A sibling is a brother or sister, which for admission purposes means brothers and sisters of the whole or half blood, or any other child (including an adopted child), who permanently resides at the same address and for whom the applicant has parental responsibility.

If a child has a pre-school place, it does not ensure a place at that school where there is over-subscription. The over-subscription criteria are used to allocate places. If a child does not attend the pre-school provision, he or she is still entitled to be considered for a place through the application of the over-subscription criteria.

It is possible in some circumstances at first admission for the take up of a place to be deferred provided that the place is taken up by the child by the end of the same academic year.

The Buckinghamshire Catchment Area Policy

1. Buckinghamshire currently operates a catchment area system which, in essence, is an arrangement whereby an area is set out surrounding the school and which therefore is normally served by the school. The Buckinghamshire Admissions Criteria

give priority to children who live within the catchment area of the school and whose parents express a clear and timely first preference for that school.

2. In determining the extent of the catchment area the following considerations are taken into account:
 - An area immediately surrounding and adjacent to the school i.e. there is a principle of geographical proximity and usually the school is the nearest appropriate school for pupils living within the catchment area.
 - An area accessible to the school which means that it is necessary to take account of major topological and other factors which may prevent access to the school i.e. rivers and canals, major roads, hills etc.
 - An area set out to minimise, wherever possible, travel times and travel distances.
 - An area set out in order that sufficient children are generated from within the area to achieve a good match to the overall physical capacity of the school.
 - An area which typically is delineated by logical, commonsensical and rational borders such as roads, rivers or civic boundaries.

The operation of Buckinghamshire's catchment area policy in the light of the Greenwich and Rotherham Judgements and the requirements of the Regulations relating to the sizes of classes at Key Stage 1 is as follows:

Primary School Admissions at 5+ and 7+

An offer of a place at the catchment-area school may not be possible if the following applies:

1. A parent has expressed a preference for a school other than the in-area school and is unsuccessful in obtaining a place. The child will then be directed to a school place using the following criteria:
 - (i) In-area school if places available
 - (ii) Next nearest appropriate school where a place is available. Transport may be paid for by the Authority in line with the normal transport rules.
2. A parent has expressed a preference for an in-area school but admission to that school will result in the school exceeding its Planned Admission Number and will result in Key Stage 1 Classes greater than 30. In determining places at the in-area school, the Education Authority will use the oversubscription criteria in the order that they are set out earlier in this document

In-area children who are not offered a place will be directed to the nearest school where appropriate places are available.

Junior School Transfer

Children, attending an infant school, whose seventh birthday occurs on or before 31 August transfer to a combined or junior school in the following September. In some rural areas in North Bucks infant school continue to offer places in Year 3 and 4. ***Parents of these children therefore seek transfer in the September following the child's eighth or occasionally ninth birthday.***

If the child is attending a school which can continue to provide a place then it is not obligatory to transfer at 7+. The move to junior or combined school can therefore be deferred to 8+ or 9+ ***providing the recipient school is able to accommodate these children in the relevant year group.***

Parents of children attending infant schools will be sent information (via the child's school) about the arrangements for transfer. This will include details of open evenings at junior schools. Preferences should be expressed for a junior or combined school. If the preference is for such a school which is not the catchment area school, and the preference cannot be met, then the place may not be available at the catchment area school. If a child attends an infant school on parental preference which is not the catchment area school, there will not be an automatic entitlement to a place at the junior school which serves the same area. Occasionally the junior schools admission may be "capped" which, again means that some children do not have an automatic entitlement to a place.

Primary Allocation Reviews

On the application form for primary places (both Rising 5 and Junior transfer) parents are offered the opportunity to identify where they feel that their child should be considered under the exceptional social, medical or educational criteria. They are invited to provide supporting evidence from a professional e.g. doctor, health visitor, educational welfare officer. These reasons are then considered by the governors prior to allocation. Any children considered by the governors as having exceptional reasons for admission are considered for places in advance of children on distance. Allocation occurs only if places are available. Once the decision is reached and parents are notified of the result, if they are not offered the school of their choice, they may request an appeal. This is considered by an independent appeal panel organised by the County Council's Committee Services Team and the Panel's decision is binding, both on the LEA and the parent.

Key Stage 1 restrictions

The Government has made funding available to ensure that infant classes in all schools will have 30 or fewer children by September 2001. To make this happen, schools have been able to adjust their admission number so that they are able to limit intake class sizes to a maximum of 30 children. There have been, from September 1999, only very limited circumstances in which children will be admitted to infant classes of over 30 children.

These include where a child moves closer to the school and no suitable alternative places can be offered within a reasonable distance or where special needs children are admitted to the school detailed on their statement.

Parents can appeal to an independent appeal panel, but the Panel will be able to find in the parent's favour only where it believes that the LEA acted unreasonably in initially refusing to admit the child to the school.

ADMISSIONS TO SECONDARY SCHOOLS

Moving to Secondary School

There are two types of mainstream secondary school in Buckinghamshire: Upper Schools and Grammar Schools.

To ensure that a child is placed in the type of secondary school which can best meet their needs, a secondary schools allocation procedure is employed. This enables the Authority to decide whether to offer a child a place at an Upper School or a Grammar School.

There are two parts to the secondary allocation procedure:

1. Qualifying for a Grammar School through
 - (a) a testing procedure
 - (b) the review Panel procedure for those who have not reached the minimum qualifying standard.

- (c) on appeal
2. Allocation to a particular Grammar or Upper School through
- (a) considering parental preferences
 - (b) applying the over-subscription criteria where there are too many pupils wanting a place at a particular school.

The testing procedure

There is a standing advisory group: The Headteachers' Admissions Working Group, who advise on the development of the testing procedures. Accordingly the detail of certain aspects of the procedures described in this section may have changed by the time the process is implemented in Autumn 2003. The procedure will be applied in a fair and consistent manner for all pupils who are being tested. Matters currently under consideration include:

The format of familiarisation and practice

The possibility of an "opt-in" system for pupils attending LEA schools

Testing arrangements for pupils attending some private and out-county schools.

Verbal reasoning tests are used to establish whether a Grammar School qualification could be offered. These tests are independently produced by the National Foundation for Educational Research (NFER). The tests are not directly linked to National Curriculum subjects, but have been specially designed as a way of assessing a child's potential and to show whether they can think a problem through. The skills measured in the test are intended to ensure that those pupils most suitable to a Grammar School are placed appropriately.

Familiarisation and Practice

This takes five sessions to complete. Buckinghamshire schools undertake familiarisation and follow it by two practice tests at the beginning of the Autumn term. For children attending schools elsewhere than Buckinghamshire, parents will be sent a pack, produced by NFER, for the parent or the child's teacher to work through with the child as familiarisation.

The familiarisation process provided for all students by the LEA ensures that no pupil is disadvantaged at the time of taking the test. Further practice is not recommended by the Authority.

Location

Children attending Buckinghamshire maintained schools take all the tests (including familiarisation papers, practice tests and the three actual tests) in their own school. Many independent schools in Buckinghamshire and some schools outside the County will also administer the familiarisation, practice and the tests on behalf of parents. Otherwise children can take the test at a venue arranged by the Admissions Team.

Testing

Three actual tests are taken during the Autumn term. They are each 50 minutes long and contain 80 questions each. The dates of the test are notified to parents in advance. Children can be tested later than this, for example, if they are ill on the dates of the test, or if the child is moving into Buckinghamshire. If testing is very late, there may be a delay in receiving the qualifying results and it may not always be possible for a qualified child to be accommodated at the school of preference.

Marking of the Tests

Test scores are sent to the NFER to be marked and for a process known as standardisation. This process balances the overall performance of children in tests from one year to the next and ensures that no child is unfairly advantaged or disadvantaged because of his or her age. It takes into account the child's age in years and months on the date they take the test.

The Results

The standardised marks of all three tests and the average of the best two scores, which is called the "verbal reasoning test score" (VRTS) are notified to parents. The notification is sent by letter on results day and is usually available via the child's Headteacher, if the child is tested at the school, or directly by post if other arrangements have been followed. Test results are usually published towards the end of January. It is not possible for parents to view their child's test papers.

The LEA does not guarantee to provide a place at a Buckinghamshire Grammar School for all qualified children living outside the County and there are often instances where it is not possible, because of over-subscription, to offer a place.

The tests are multiple choice questions. In the last year for which information is available, children will be required to achieve a VRTS of 121 for automatic qualification. Approximately 26% of children achieve the qualifying score, and, after the review and appeal process, it is expected that approximately one third of all children will be placed in a Grammar School.

Under and Over Age Testing

It is sometimes possible for a child to take part in the 11+ secondary schools allocation procedure before the academic year before which he or she is 11. However, only children of outstanding academic ability, who are exceptionally mature and who have been working well and for some years with pupils in an older age group may be considered for early testing. It is not enough that a child may have been in some classes with older children. Parents will be expected to be committed to early transfer regardless of the outcome of the procedure for qualification. Before any decision on early testing is made, the current Headteacher will be asked for an assessment of the child's overall ability.

Very occasionally, a child who is over the age of 11 will be accepted for the 11+ secondary schools allocation procedure. This will be because the child missed a year or more of schooling through illness or absence from the UK. Attendance at schools in other countries is not, in itself, a reason for over age entry to the procedure. He or she will usually have been working with a younger year group and will not have previously taken part in the secondary schools allocation procedure.

Children with Special Needs

Parents of children with special educational needs need to consider the following:

1. Is it appropriate for the child to take the 11+?
2. Would the child be appropriately placed in a Grammar School?

It is advised that parents discuss this matter with the child's Headteacher and the Special Needs Co-ordinator at the school.

If it is decided that the child should be tested then it must also be considered whether any special arrangements should be made (for example large print copies of the test booklet for visually impaired children).

The NFER have advised that it is not possible to offer either extra time or offer extra points to compensate for any special needs (including dyslexia and dyspraxia). This is because in each case it would be impossible to say, in the light of each child's circumstances, exactly how much time or how many points would be appropriate. The LEA recognises that some children's abilities may not be accurately reflected in the test procedure. If a child's score is affected by their special educational needs and does not reflect their abilities, then the Review Panel will consider the case very carefully. As indicated earlier, parents should submit a professional assessment or other appropriate evidence in support of their child's case.

The Review Procedure

There are two types of review:

1. Review against selection (non qualification)
2. Review against allocation to a specific school.

Selection Reviews

If the child has not reached the minimum VRTS, but the parents feel there are exceptional and extenuating circumstances, it is possible to ask for the decision to be reviewed. Prior to testing, the child's Headteacher will have been asked to submit information on the child which includes information on:

1. The child's suitability for a Grammar School place.
2. The child's attitude to work.
3. The child's place in the "order of suitability" against other pupils sitting the test in the school.

The purpose of the selection review is to consider "exceptional and extenuating circumstances" where the LEA has offered another school place and the parent feels that the child would be more suited to a Grammar School education. This process occurs in February/March before allocation of the school, and determines if the child should qualify for a Grammar School place where they have not reached a normal qualifying verbal reasoning test score.

Before asking for a selection review, parents are advised to contact the child's Headteacher. The Headteacher will advise parents of their recommendation and will tell parents whether they feel a review request is appropriate. Parents are required to complete an application for review and include any information which is felt to be relevant to the child's performance along with supporting information from appropriate professionals.

Prior to review, the Authority will usually seek supporting educational information from the Headteacher where the parents agree. For children attending schools other than Buckinghamshire maintained schools, where the parent does not wish the Headteacher to be contacted, this process will not happen.

The Review Panel meets in private during February and early March and consists of appropriate professionals (Headteachers, Educational Psychologists, Education Officers), and Councillors. They will consider all of the information submitted by the parents and by the Headteacher. They will take into account :

- The VRTS scored (special consideration will be given where this is close to the minimum qualifying standard).
- Other evidence of academic achievement such as SAT predictions, teacher assessments and other NFER tests.
- Family, social, medical or linguistic factors.
- Exceptional circumstances affecting performance in the test.

- The strength of the Headteacher's recommendation and the child's place in their group at the school.

Parents who are unsuccessful at review have the right to request an appeal. This is considered by an independent appeal panel organised by the County Council's Committee Services Team and their decision is binding on both the LEA and the parent.

Allocation Reviews

Parents are required to set out clearly on their preference form the reasons for expressing a preference for a particular school.

Parents who wish the Authority to consider their child within the exceptional criteria (criteria 3 and 4 of the Upper and Grammar Over-Subscription Criteria) should indicate accordingly. When places are allocated, these requests will be considered before allocations are made on distance (Upper Schools) or purely on the basis of VTRS (Grammar Schools).

The process is as follows:

1. The preference forms are scrutinised to identify siblings already in attendance at the preferred school and also statement from parents indicating that an application is being made for consideration as a social/medical or educational exception. The Authority checks with the school to ensure any sibling listed will still be attending during the Autumn term of admittance.
2. Once the results are known, parents have 14 days to reconsider their preference and also to identify any recent reasons for exceptional considerations. Parents must let the Authority know in writing of any new information.
3. During **the Spring Term** the allocation review request will be considered.
4. At the **end of the Spring Term**, parents will be notified of the allocation. If the Authority is unable to offer the school of parental first preference, parents may apply for:
 - A place on the waiting list of the school of parental preference (this should be done within 14 days)
 - An appeal, this should be done within 14 days from notification.
 - Register a late preference for an alternative school.

Grammar School Allocation Reviews

Parents may apply to have exceptional medical/social or educational reasons for admission to a particular Grammar School considered.

In the case of both Grammar and Upper Schools, an allocation review can be sought for medical, social or educational reasons only. If the Authority is unable to offer parents the school of their preference, they may apply for a place on the waiting list of their preferred school and/or apply for an appeal. This is considered by an independent Appeal Panel organised by **the Legal and Administrative Services, Resources Portfolio** and the decision is binding on both the LEA and the parent.

The Allocation Procedure

Parents will have had the opportunity to reconsider their preferences up to 14 days after receiving the result. Once the review process is completed, in March, the Authority allocates the child a place at either an Upper School or a Grammar School, whichever is the more appropriate as a result of the allocation procedure, taking into account, where the possible parental preference is. This is the first stage of the allocation process. If parents are not

offered a place at the school of their preference, they may be offered a place at a later date. This however can happen only if parents request a place on the waiting list and/or go to appeal.

If parents decline places, then those places are reallocated to children on the waiting list. If parents do not confirm they are accepting the place offered, then that place, too, may be reallocated. Once these processes are complete, then the appeal will be held. Further places may be allocated by the Appeal Panel.

Over-subscription Criteria : Grammar Schools

Where an allocation cannot be made because there is an over-subscription of the admission number at a particular Grammar School, the following criteria are applied :

1. Children living within the catchment area of the Grammar School.
2. Younger brothers or sisters of older children who will still be in attendance at the school on the first day of the Autumn term of entry.
3. Children with exceptional medical or social needs (***including children in public care***) supported by written evidence, from a doctor, social worker, education welfare officer or other appropriate person.
4. Children with exceptional educational needs, supported by written evidence from an appropriate professional.
5. ***In the event of over-subscription, once places have been allocated under criteria 1-4, the remaining places will be awarded according to the proximity of the child's home to the school as measured by the nearest available route. This is between the family's home address and the school's nearest entrance gate. The shortest designated route is a public route with a proper made up surface, such as tarmac or concrete. If it is in wood, it does not have to have a separate pavement.***

Over-subscription Criteria : Upper Schools

Where an allocation cannot be made because there is over-subscription of the admission number at the particular Upper School, the following criteria will be applied.

1. Children living in the catchment area of the Upper School.
2. Younger brothers or sisters of older children who will still be in attendance at the school on the first day of the Autumn term of entry.
3. Children with exceptional medical or social needs (***including children in public care***) supported by written evidence, from a doctor, social worker, education welfare officer or other appropriate person.
4. Children with exceptional educational needs supported by written evidence from an appropriate professional.
5. In the event of over-subscription, once places have been allocated under criteria 1-4, the remaining places will be awarded according to the proximity of the child's home to the school as measured by the nearest available route. This is between the family's normal home address and the school's nearest entrance gate. The shortest designated route is a public route with a proper made up surface, such as tarmac or concrete. If it is in wood, it does not have to have a separate pavement.

Secondary School Admissions at 11+ (Grammar and Upper Schools)

The guarantee of a place at a reserved-area school is removed when a school is oversubscribed. In the case of oversubscription, places will be allocated on the following basis:

- (i) First preference from catchment area
- (ii) First preferences from outside catchment area
- (iii) Second preference from catchment area
- (iv) Second preference from outside catchment area
- (v) Third preference from catchment area
- (vi) Third preference from outside catchment area

In the cases of oversubscription within the above categories the criteria will be applied in the order in which they are set out earlier in this document

Only if distances exceed 3 miles will transport will be provided to catchment area schools or nearest appropriate schools.

These changes in the operation of the Buckinghamshire Catchment Area Policy (first implemented for September 2001) have the effect of explicitly bringing the policy into line with the recent law and relevant DfEE guidance. The changes have the effect of altering an applicants chance of a place at an oversubscribed in area school if an unsuccessful first preference is expressed for an out area school. This is set out clearly in the Buckinghamshire Admissions Documentation in order that parents can make an informed decision when expressing their preferences.

(See also the section on the operation of the Buckinghamshire Catchment Area Policy at page 4).

Waiting List

After allocation, parents are offered the opportunity to put their child's name on a Waiting List for their preferred school(s). Should a place become available the place is allocated to the child at the top of the waiting list. The waiting list is held in oversubscription criteria order. This is a separate process to the independent appeal.

Once the children join the new school, the remaining waiting list is handed to the headteacher of the school who will continue to manage the process should places become available.

Criteria for other LEA Maintained Schools (Aided and Foundation)

Other schools such as foundation schools or voluntary aided schools may have different rules : these must be published in the School Prospectus. Parents who wish to apply to a foundation or voluntary aided upper school should apply directly to the school but also to show this school as the first preference on the LEA form.

MOVING SCHOOL AT A LATER STAGE

Moving to or within Buckinghamshire

Where families move into Buckinghamshire or have moved within the Buckinghamshire area they will need to complete a preference form. If the allocation of places has already been completed and the school applied for is full in the appropriate year group, then the child's name will be added to the waiting list in oversubscription criteria order and an alternative appropriate school offered. Parents do have the right of appeal in these circumstances.

Moving into a Primary School at a later stage

For families which are moving home within the County or are moving into the County, the Authority will attempt to make a place available for their children at the school normally serving the area into which the family is moving. Parents are advised to contact the Headteacher of their local school. If however they wish to express a preference for another school(s) and require the appropriate information, they should contact the Admissions Team at County Hall.

Moving into a Secondary School at a later stage

If a family moves into Buckinghamshire, or moves within the County, and has to arrange for a child aged between 11-16 to be admitted to a Grammar School, the Admissions Team at County Hall should be notified in writing as soon as possible. If the parent wishes the child to be admitted to an upper school, they should contact the school directly.

Children aged 11 arriving in the County before the end of the September in which they have reached secondary school age, who have not taken part in the secondary allocation procedure, will be required to take the verbal reasoning tests, if a Grammar School place is sought.

All Grammar Schools within Buckinghamshire can accept children if there are vacancies in the relevant year group. Normally the child would be tested at the Grammar School for which the parents have expressed a preference or their admission to any particular school is subject to the accommodation position and the year group.

This is known as the Late Transfer Procedure.

The child's present/previous Headteacher will be asked for a report and for comments on whether he or she could be expected to meet the demands of a Grammar School course in Buckinghamshire. If it seems from this report that the place at the Grammar School would not be in the child's best interest, the Authority will decline to test the child and will advise the parent, the place or to leave the child in another school. Parents have the right of review and appeal against this decision not to test a child.

If the Headteacher's report suggests that a Grammar School place could be appropriate, arrangements will be made for the child to be given appropriate tests in a number of school subjects including English, Maths and Science at a Grammar School. The nature of the test will depend on the age of the child and the tests will usually take place the term before expected admission. The decision to allocate a Grammar or Upper school place will then be based on the outcome of the tests and a report from the Headteacher of the Grammar School. If a grammar place is not offered, parents have the right of appeal. This process can take a minimum of six weeks. If the child is not in school during the testing procedure, it is suggested that the parents place their child temporarily in another school.

Decisions about admissions of older children to particular school will be based on a number of factors including the number of children already in the year group at that school. If it is not possible for the parental preference to be met, parents have the right of review and appeal against that decision.

Where children have already undertaken a selection process with another LEA, it is not possible to assess them for suitability for a Buckinghamshire Grammar School on the basis of those tests. Where the Buckinghamshire 11+ was taken over a year ago, a child who is not in a Buckinghamshire Grammar School will normally have to be retested.

A more detailed explanation of the late transfer procedures is set out in the "Guide for Parents: Admissions to Buckinghamshire Primary and Secondary Schools".

Sometimes children find it difficult to cope with the pace of work at a Grammar School and a transfer to an Upper School may be in their best interest.

Equally, some children turn out to be late developers and by the age of 13 or 14 it may be thought that they would be more appropriately placed in a Grammar School. If a parent believes this is the case, he or she should discuss the options with child's current headteacher. If appropriate, late transfer testing can then be arranged.

Entry to either Grammar or Upper Schools into the 6th form is dealt by each school.

For all schools, the Authority will afford a priority for placement for Children in Public Care at the school of preference in the case of late admissions/transfer and will seek to maintain such a placement where, for example, there is a change in home placement.

SECTION 3

SECONDARY SCHOOL CATCHMENT AREAS

Background

An initial phase of this consultation was undertaken in the second half of the autumn term 2001 relating to the principles and framework applying to the operation of the catchment area system for the secondary sector. Further to that initial phase of consultation, detailed proposals relating to the catchment area of each and every secondary school in Buckinghamshire are set out in the relevant maps which accompany this consultation paper.

The Review of Secondary School Catchment Areas sets out:

- To make the operation of the system fairer (and to be seen to be fairer)
- To improve the match of demand to school capacity across an area
- To enable local schools to be accessible to local children
- To enable a more effective use of resources
- To contribute to the reduction in travel in the County and to reduce congestion and pollution

Summary of Responses

A summary of the responses to the initial phase of consultation is set out below:

In total, 78 timely responses to the consultation were received. The responses to questions 1 – 4 on the questionnaire were as follows:

1. Do you agree that Buckinghamshire should continue to operate a catchment area system?

Agree Neither agree nor disagree Disagree

2. Do you agree that the catchment area system should continue to be used as the first criterion when the school is oversubscribed?

Agree Neither agree nor disagree Disagree

3. Do you agree that the principles set out in this paper relating to how catchment areas are decided the appropriate ones?

Agree Neither agree nor disagree Disagree

4. Do you think the link between the catchment area and eligibility to free home to school transport should be maintained?

Agree Neither agree nor disagree Disagree

In addition, a total of 33 letters were received during the consultation process of which 9 were from secondary schools and 24 were from primary schools (or from 3rd parties associated with primary schools).

There was relatively little comment in the correspondence to do with the broad principles and framework although a number of correspondents asked for clarification and definitions and a small minority asked for further information (for example details of pupil number projections or the alternatives to the operation of a catchment area system). The broad points which were raised by this correspondence included:

- "Parental choice" and the effects that review of catchment area might have on parental choice.
- Inequalities (in parental choice) between the grammar school and upper school sector both in terms of choice and in terms of the amount of home to school transport provision.
- Single sex and co-educational education in the grammar school sector and the possibility of parents opting for either
- The need to align primary and secondary catchment areas and to recognise existing curricular links through liaison groups etc.
- Cross-border issues, particularly in the far south of the County, for example, Burnham Grammar, Burnham Upper and Sir William Borlase's Grammar cross-border issues and the delineation of parts of the catchment area outside of Buckinghamshire.
- Farnham Common Infant and Junior – choice of grammar school (with provision of free home to school transport) and the option of choice between co-educational and single sex education in the catchment area grammar school (there has been considerable correspondence/discussion of these issues over the course of recent years).
- The Downley School – the choice of upper school (there has been considerable correspondence/discussion of these issues over the course of recent years – 49 letters from Governors, parents etc since September 2001 plus officer attendance at a public meeting).
- Stokenchurch Infant and Junior – the choice of upper school (there has been considerable correspondence/discussion of these issues over the course of recent years – 16 letters from Governors, parents etc since September 2001).
- Naphill and Walters Ash Combined - the choice of upper school (which appears to have been prompted by illustrations on the maps at the annex to the consultation document).
- Great Missenden/Hyde Heath - the choice of upper school (which appears to have been prompted by illustrations on the maps at the annex to the consultation document).

Future Proposals

The feedback from this initial phase of consultation has been carefully considered. The proposals as set out in the maps accompanying this document represent the second phase of the consultation process.

The proposals involve the following:

- A better match between likely pupil demand and school capacity.

- Improved access to local schools by local children (see also proposed changes relating to the over-subscription criteria for grammar schools).
- An overall reduction in travel times and distances.
- Simplification and clarification of areas-including a reduction in the areas of overlap particularly in the grammar school sector.
- Clusters of grammar schools in major centres of population in the County to serve the same catchment areas.
- A move towards equalisation of “parental choice” in the grammar schools sector. In the proposals, a child, depending upon where he or she lives, will be in the highest category for admission either to: one co-educational grammar school; one co-educational grammar school and one single sex grammar school or two single sex grammar schools.
- New joint catchment area arrangements for upper schools in the towns of Aylesbury and High Wycombe.

Governors, Headteachers and other interested parties are therefore requested to consider the detailed proposals for changes in the catchment areas of secondary schools against the background of the framework and broad principles set out in the initial phase of the consultation and in the light of the feedback from that consultation.

Responses to these proposals are therefore sought.

SECTION 4

ANNEXE 1

A list of Buckinghamshire Schools with MoE Capacities and Standard Numbers.

Primary Schools	January 2001 MOE Capacity	Standard no. Wef September 2002
Aylesbury Vale Schools		
Akeley CE Infant	45	15
Ashmead Combined	449	60+28
Aston Clinton Combined	351	54
Bearbrook Combined	356	43+10
Bedgrove Infant	418	110
Bedgrove Junior	442	110
Bierton CE Combined	251	30
Bourton Meadow Combined	570	60
Brill CE Combined	161	18
Brookmead Combined	277	30
Broughton Infant	227	75
Broughton Junior	314	67
Buckingham Junior	420	90
Chackmore CE Infant	80	15
Cheddington Combined	266	30
Cuddington CE Infant	59	14
Dagnall Infant	58	19
Dinton CE Infant	86	21
Drayton Parslow Village Infant	51	12
East Claydon Infant	51	15
Edlesborough Combined	270	30+10
Elmhurst Infant	270	65
Elmhurst Junior	240	67
Gawcott Community Infant	96	20
Great Horwood CE Combined	180	15+15
Grendon Underwood Combined	347	30+18
Grenville Combined	231	30
Haddenham Community Infant	90	30
Haddenham Community Junior	330	82
Haddenham St Mary's CE Infant	90	33
Halton Combined	210	30
Haydon Abbey Combined	390	55
High Ash CE Combined	263	30
Ickford Combined	144	18
John Hampden Infant, The	270	90
Long Crendon Combined	236	45
Maids Moreton CE Infant	120	30
Marsh Gibbon CE Infant	130	24
Marsworth CE Infant	66	15
Mursley CE Infant	47	10

Primary Schools	January 2001 MOE Capacity	Standard No. Wef September 2002
Newton Longville CE Combined	240	30
North Marston CE Combined	90	15
Oak Green Combined	420	100
Oakley Combined	150	25
Overstone Combined	330	45
Padbury CE Infant	82	20
Page Hill Infant	180	50
Quainton CE Combined	178	25
St Edward's Catholic Junior	300	64
St Josephs Catholic Infant	267	60
St Louis Catholic Combined	210	34
St Mary's CE Combined	360	52
St Michaels CE Combined	313	30+10
Steeple Claydon Combined	252	35
Stoke Mandeville Combined	235	30
Stone CE Combined	263	28+6
Swanbourne CE Infant	55	15
Thomas Hickman Combined	420	60
Thornborough Infant	87	14
Tingewick Infant	53	19
Turnfurlong Infant	349	90
Turnfurlong Junior	360	90
Twyford CE Infant	78	20
Waddesdon Village Combined	206	20+10
Wendover CE Junior	360	90
Westcott CE Infant	55	10
Weston Turville CE	240	30
Whaddon CE Infant	86	15
Whitchurch Combined	240	28
William Harding Combined	718	90
Wingrave CE Combined	209	30
Winslow CE Combined	593	60+30*
Chiltern & South Bucks Schools		
	174	25
Bell Lane Combined		
Brushwood Junior	300	75
Butlers Court Combined	418	54
Chalfont St Giles Infant	157	48
Chalfont St Giles Junior	240	60
Chalfont St Peter CE Junior	390	90
Chalfont St Peter Infant	210	60
Chartridge Combined	210	27
Chenies Combined	112	16
Chesham Bois CE Combined	239	30*
Chestnut Lane Infant	180	60
Coleshill CE Infant	50	12

Primary Schools	January 2001 MOE Capacity	Standard No. Wef September 2002
Curzon CE Combined	150	20+4
Denham Village Infant	74	24
Dorney Combined	210	27
Dropmore Infant	60	20
Elangeni Junior	240	60
Elmtree Infant	175	60
Farnham Common Infant	180	57
Farnham Common Junior	266	58
Farnham Royal CE Combined	371	42
Fulmer Infant	63	12
Gerrards Cross CE Combined, The	420	48
Great Missenden CE Combined	360	25+30
Greenway/Wm Durrant Combined	240	30
Hawridge & Cholesbury CE Combined	218	25
Holmer Green Infant	180	60
Holmer Green Junior	240	60
Holtspur Combined	270	30
Hyde Heath Infant	79	20
Iver Heath Infant	210	75
Iver Heath Junior	330	60
Iver Village Infant	150	57
Iver Village Junior, The	198	50
Jordans Infant	66	22*
Lee Common CE Infant	79	18
Lent Rise Combined	418	50
Ley Hill Combined	300	30
Little Chalfont Combined	270	30
Little Kingshill Combined	320	30
Little Missenden CE Infant	45	15
Newtown County Infant	168	60
Our Lady's Catholic Combined	242	30
Prestwood Infant	248	65
Prestwood Junior	270	66
Robertswood Combined	386	55
Seer Green CE Combined	240	27+5
St George's CE Infant	119	50
St Joseph's Catholic Combined	450	60
St Mary & All Saints CE Combined	270	30
St Mary's CE Combined	297	35
St Nicolas' CE Combined	210	27
St Peter's CE Combined	270	30+4*
Stoke Poges Combined	420	56
Thomas Harding Junior	206	50
Tilehouse Combined	330	30+20
Waterside Combined	240	30

Primary Schools	January 2001 MOE Capacity	Standard No. Wef September 2002
Woodside Junior	210	53
Wycombe Schools		
Ash Hill Combined	265	35
Beechview Junior	360	88
Bledlow Ridge Combined	160	20
Booker Hill Combined	263	36
Burford Combined	412	55
Cadmore End CE Combined	111	13
Carrington Infant	192	60
Carrington Junior	231	60
Castlefield Combined	440	82
Cedar Park Combined	240	30
Claytons Combined	360	37+5
Danesfield Combined	324	42
Disraeli Combined, The	420	60
Downley School Combined, The	540	60
Foxes Piece Combined	210	60
Francis Edmonds Combined	240	30
Frieth CE Combined	137	17
Great Kimble Infant	60	20
Great Kingshill CE Combined	357	44+24
Hamilton Primary	625	90
Hannah Ball Infant	120	30
Hazlemere CE Combined	237	33
High Wycombe CE Combined	224	35
Highworth Combined	330	45
Holy Trinity CE Junior	265	57
Hughenden Infant	120	30
Ibstone CE Infant	49	12
Juniper Hill Combined	413	60
King's Wood Combined	420	60
Little Marlow CE Infant	58	15
Longwick CE Combined	199	27
Loudwater Combined	283	45
Manor Farm Community Infant	240	60
Manor Farm Community Junior	240	57
Marlow CE Infant	177	57
Marsh Infant	120	40
Mary Towerton Infant, The	53	18
Meadows Combined, The	235	35
Millbrook Combined	420	60
Monks Risborough CE Combined	230	28+10
Naphill & Walters Ash Combined	468	67
Oakridge Combined	330	60
Princes Risborough Primary	360	60
Radnage CE Infant	81	20
Shelburne/Landsdowne Combined	420	60

Primary Schools	January 2001 MOE Capacity	Standard No. Wef September 2002
Speen CE Infant	60	15
Spinfield Combined	234	30
St Augustine's Catholic Combined	355	48
St John's CE Combined	264	25+8
St Paul's CE Combined	238	34
St Peter's Catholic Combined	247	35
Stokenchurch Combined	480	60
Tylers Green Infant	191	60
Tylers Green Junior	300	60
West Wycombe Combined	210	27
Widmer End Combined	240	30

Grammar/Upper	January 2001 MOE Capacity	Standard No. Wef September 2002
Aylesbury Vale Schools		
Aylesbury High School	1,154	180
Sir Henry Floyd Grammar School	900	135
Aylesbury Grammar School	1,438	180
Royal Latin School	1,118	168
Buckingham School	1,024	180
The Grange School	1,303	240
John Colet Upper School	939	150
Quarrendon Upper School	885	140
Mandeville Upper School	794	165
The Cottesloe School	1022	150
Waddesdon CE School	854	140
Chiltern/South Bucks Schools		
Burnham Grammar School	854	140
Chesham High School	971	160
Dr Challoner's High School	1,003	150
Dr Challoner's Grammar School*	1,135	150
Beaconsfield High School	1,055	150
The Misbourne School	913	180
Holmer Green Upper School	730	150
Burnham Upper School	656	130
The Beaconsfield School	683	150
The Amersham School	766	150
Chesham Park Community College	659	120
The Chalfont Community College	1,309	270
Wycombe Schools		
John Hampden Grammar School	916	120
Wycombe High School	1,408	192
Sir William Borlase's Grammar School	816	120
The Royal Grammar School	1,351	192
Highcrest Community School	723	120
Princes Risborough School	587	110
Cressex Community School	907	160
Sir William Ramsay School	822	150
The Wye Valley School	724	120
St Bernard's Catholic	529	108
Great Marlow School	989	163

ANNEXE 2

Responsibility for admission arrangements (Foundation and Aided Schools)

For Aided and Foundation Schools, the Governing Body, not the LEA is the admissions authority. The Aided and Foundation schools in Buckinghamshire are as follows:

AIDED SCHOOLS IN BUCKINGHAMSHIRE

Cadmore End CE School
Chalfont St Peter CE School
Cuddington CE School
Dinton CE School
Farnham Common CE Combined School
Frieth CE Combined School
Hazlemere CE Combined School
High Wycombe CE Combined School
Holy Trinity CE School
Ibstone CE Infant School
Little Marlow CE School
Little Missenden CE School
Marsworth CE Infant School
Our Lady's Catholic Combined School
Radnage CE Infant School
St Augustine's Catholic Primary School
St Bernard's Catholic School
St Edwards Catholic Junior School
St John's CE Combined School
St Joseph's Catholic Combined School
St Josephs Catholic Infant School
St Louis Catholic Combined School
St Mary and All Saints' CE Primary School
St Mary's Amersham CE Aided Combined School
St Nicolas' CE Combined School
St Paul's CE Combined School
St Peter's Catholic Primary School
Seer Green CE Combined School
Speen CE School
Swanbourne CE School
The Gerrards Cross CE School
The Waddesdon Church of England School

FOUNDATION PRIMARY SCHOOLS IN BUCKINGHAMSHIRE

Beechview School
Brookmead School
Brushwood Junior School
Castlefield School
Danesfield School
Hamilton Primary School
Loudwater Combined School
Overstone Combined School.

FOUNDATION SECONDARY SCHOOLS IN BUCKINGHAMSHIRE

Beaconsfield High School
Great Marlow School
The Chalfonts Community College
The Cottlesloe School
The Royal Grammar School

ANNEXE 3

NEIGHBOURING LEAs

Bedfordshire
Northamptonshire
Oxfordshire
Hertfordshire
Hillingdon
Maidenhead and Windsor
Wokingham
Surrey
Slough
Milton Keynes