



SOLIHULL

Admissions Policy

Owner: Deputy Head: Teaching & Learning
Reviewer: Admissions Registrar
Last Reviewed: November 2018

Version 5

1. Introduction

Solihull School is an independent day school open to girls and boys between the ages of 7 and 18 (National Curriculum Years 3 to 13). The school is divided into two main sections, Solihull Junior School for pupils between the ages of 7 and 11 (National Curriculum Years 3 to 6), and the Senior School for pupils between 11 and 18 (National Curriculum Years 7 to 13).

Pupils joining the Junior School up to and including the start of Year 5

For those pupils who join us in J1 (Year 3), J2 (Year 4) or at the beginning of J3 (Year 5), the Headmaster intends to offer those pupils a place in the Senior School at the end of the first term in J3, following the Christmas term examinations.

If there is any doubt about a Junior School pupil's suitability for the Senior School, this will be communicated at the end of the Christmas term in J3. In such circumstances the Headmaster will use the J3 summer examinations and/or the 11+ entrance examination to determine whether a Senior School place will be offered or not.

Offers of places in the Senior School are subject to sustained good performance throughout the remainder of J3 (spring and summer terms) and the duration of J4 (Year 6).

Pupils joining the Junior School at the start of Year 6

For those pupils who join us in J4, the acceptance of an offer at 10+ automatically leads to an offer at 11+.

Offers of places in the Senior School are subject to sustained good performance throughout the duration of J4.

Pupils will continue to sit our 11+ Entrance Test in order to compete for scholarships and to provide baseline data for the school.

For prospective pupils with SEND, a specialist assessment, Statement of Special Education Needs or Education, Health and Care Plan must be submitted to school with the registration form.

If access arrangements are requested for the entrance exam, such as the use of laptop, rest breaks, prompter or extra time, evidence should be submitted to show history of need and that such an arrangement is a candidate's normal way of working in their current school. Supporting documentation, such as qualifying specific learning difficulties (SpLD) assessment scores or a medical letter, must also be submitted. The amount of evidence required will vary according to the candidate's standardised scores on tests of speed. All requests will be considered by our Learning Support Department and informed by the access arrangements and reasonable adjustments guidelines, specified by the Joint Council for Qualifications A (JCQ).

The major points of entry to the school are at 7+ (for entry into Year 3), 11+ (for entry into Year 7) and 16+ (for entry into Year 12). However, examinations for entry are also set at 8+ (for entry into Year 4), 9+ (for entry into Year 5), 10+ (for entry into Year 6), 12+ (for entry into Year 8), 13+ (for entry into Year 9) and, on occasions, 14+ (for entry into Year 10).

The school is open to applications from boys and girls, irrespective of race, nationality, colour, ethnic or national origin, religion or creed, disability or previous educational background. In particular, the school is fully aware of its responsibilities to ensure

compliance with the Special Educational Needs and Disability Act and race and gender discrimination legislation. If a prospective pupil has a Statement of Special Educational Needs and/or an educational psychologist's report, it must be submitted to the school with the registration form. Solihull School is proud of its Learning Support Department which caters for a variety of learning needs throughout the school. However, should the report(s) raise issues which mean that the school is unable to reasonably provide the level of care and support required and/or admitting the pupil puts the safety and/or education of other members of the school community at risk, the school may decline a place prior to the examination. If a place is declined prior to the examination, the Registration Fee will be refunded. If any report on a prospective pupil is submitted after the offer date and raises issues like those outlined above, Solihull School reserves the right to withdraw the place offer. If a place is declined prior to the examination, the Registration Fee will be refunded.

If a report on a prospective pupil is submitted after registration and raises issues of the nature outlined above, Solihull School reserves the right to decline or withdraw a place offer. All fees paid will be refunded in this case.

The school's intention is to make offers on merit so that it offers the opportunity of education to those pupils who will be successful in relation to the school's academic standards and aims. The school also makes every effort to encourage as wide a range of applications as possible, through frequent Open Days and meetings for potential candidates, through advertising, through contact with local schools and through the availability of sample papers for candidates from 7+ to 14+.

2. The Procedure for Candidates from 7+ to 14+

a) Registration

Every candidate must be registered prior to the date laid down each year by the school. The deadline is usually in December for entry into the Junior School, mid September for entry at 11+, 12+, 13+ and 14+. There is a fee that must be paid on registration and this is non-refundable. In certain circumstances late registrations and the late sitting of the examination are allowed at the discretion of the Headmaster.

b) The Examinations for Candidates from 7+ to 14+

Examinations for entry into the Junior School take place on a Saturday in January each year. The syllabuses for each age group are attached as Appendix I. Examinations for entry into the Senior School take place on a Saturday in November each year. The syllabuses for 11+, 12+, 13+ and 14+ are attached as Appendices II, III, IV and V. All of the examinations are, to an extent, based on the National Curriculum, so that there should be no need for any pupil to make extra preparation for them.

The timing of the examination, of the announcement of results and of the deadline for acceptance is co-ordinated, as far as possible, with other local independent schools to ensure that candidates have a fair chance to make a decision. Special provision is made for candidates who have been identified as having a specific learning difficulty through an educational psychologist's report. In particular, candidates at 11+, 12+, 13+ and 14+ may be given an appropriate allowance of extra time, and cognisance is taken of any report in the final process of selection for entry into the Junior and Senior School.

c) Additional Information

Information about each candidate is requested from the candidate's existing school and this information forms an important part of the decision-making process. In addition, the school may also make direct contact with a candidate's existing school to ensure that selection is made on the best possible evidence.

d) Interviews

At 11+ and 13+, scholarship candidates are interviewed and at 16+ an interview forms a part of each individual's application process.

At 11+, 12+, 13+ and 14+ a number of borderline candidates may be interviewed by the Headmaster and staff who have been involved in the marking of papers, so that there is as much information as possible for the final process of selection.

e) Selection

The final selection of candidates takes into account not only the examination performance, but also all the other available data.

The final choice from the candidates for the Junior School is made by a group comprising the Headmaster and the Head of the Junior School, in consultation with the teaching staff of the Junior School.

The final choice of candidates for the Senior School is made by a group of staff comprising the Headmaster, the Deputy Heads, the Head of the Lower School, the Heads of English and Mathematics and, where appropriate, the Heads of Science and Modern Foreign Languages and the Head of the Middle School. In addition, the Head of Learning Support offers guidance on candidates with specific learning difficulties. At the end of this process, candidates are informed as quickly as possible whether they have been offered a place or not. A number of candidates may also be placed on the waiting list for entry.

f) Scholarships

Academic

The school offers a substantial number of Academic Scholarships at 11+ and Sixth Form entry to internal and external candidates. Academic Scholarships may also be awarded to external candidates at 13+.

At 11+ and 13+, the entrance examination provides the initial criteria for selection, followed by scholarship interview.

At Sixth Form entry, candidates sit a scholarship examination in one or two subjects. Candidates who perform at an appropriate level in the examinations will be invited for interview. Candidates are expected to be predicted at least six grade 8's at GCSE, with a grade 8 in the relevant subject(s). For Art and Design & Technology they may also be required to provide a portfolio of recent work.

Music

Music Scholarships are awarded at 11+, 13+ and Sixth Form entry to internal and external candidates on the basis of performance in music auditions. Success in the entrance examination or Sixth Form admission interview is a prerequisite.

Sport

Sports Scholarships are awarded at 11+, 13+ and Sixth Form entry to internal and external candidates on the basis of a written application, references and, if shortlisted, a practical assessment in sport. Success in the entrance examination or Sixth Form admission interview is a prerequisite.

Theatre Arts

Theatre Arts Scholarships are awarded at Sixth Form entry to internal and external candidates on the basis of performance in a workshop and a discussion of the candidate's experience in the theatre. Success in the Sixth Form admission interview is a prerequisite.

Successful candidates receive both fee remission and access to the appropriate Scholars' Programme.

All Scholarships are subject to consistently high academic effort, exemplary conduct and full participation in the Scholars' Programme.

g) Bursaries

The school also has Bursaries in the Senior School which enable the school to provide financial support to children who have performed well in the examination but whose parents cannot afford full fees. These awards, which are means-tested, are on a sliding scale and can provide up to full fee remission. Parents are asked to declare an interest **in writing at registration**. Assessment forms will be sent out and will need to be completed and returned prior to the entrance examination or Sixth Form Interview.

h) Acceptance

All place offers are accompanied by:

- Acceptance Form (to be signed and returned)
- Terms and Conditions
- Details of information on the website

i) Unsuccessful Applications

Decisions are final and staff are not available for meetings to discuss individual cases. However, if parents or guardians would like more information in order to consider whether it might be worth reapplying in the future, then they should make that enquiry in writing and a member of the school admissions team will reply within 10 working days.

Letters of appeal should be submitted to the Admissions Registrar within 5 working days of the decision letter. The Headmaster will reply via the Admissions Registrar within 10 working days of receipt of the appeal letter. The Headmaster will consider all aspects of each candidate's application and is the final arbiter in all cases.

3. Entry into the Sixth Form

a) Procedure

In a normal year between 50 and 60 pupils enter the school from other schools. Candidates should normally be sixteen years of age, but not yet seventeen on 1 September of the year of entry. Candidates are required to register for entry in the same way as at every other age, but the deadline is early January. Offers for admission are made on the basis of interviews with two senior members of staff, e.g., the Headmaster, the Deputy Heads, the Head of Sixth Form and the Deputy Head of Sixth Form, a confidential report from the Head of the candidate's existing school, predicted and/or mock GCSE results and a brief personal profile provided by the candidate. After the process of interviews a number of conditional offers are made and some candidates are also placed on a waiting list.

Any offer that is made is conditional on achieving a minimum of two Grade 7's and four Grade 5's or equivalent in GCSE, normally including a Grade 5 in English and Mathematics. For Further Mathematics, a Grade 8 in GCSE Mathematics is required. For Biology, Chemistry, Mathematics, Physics or a Modern Foreign Language a Grade 7 in the subject is required. For all other subjects a Grade 6 in the appropriate facilitating subject is required; however, a Grade 7 is recommended.

b) Transition to the Upper Sixth is not automatic; passage to the Upper Sixth Form and the second year of A Level study requires sustained high levels of effort and attainment throughout the Lower Sixth Form as evidenced by internal examinations, reports and ongoing teacher feedback. Excellent conduct, a purposeful attitude to work and co-curricular activity, and role model qualities are expected of all members of our Sixth Form community.

c) Scholarships

Scholarships are also available for entry into the Sixth Form for both internal and external candidates. There are Academic Scholarships and also scholarships in Art, Design & Technology, Music, Sport and Theatre Arts. The Academic Scholarships are awarded on the basis of examination performance, the pupil's general academic profile and behaviour record and the scholarship interview. Art and Design & Technology use a practical assessment rather than a written examination. The papers are designed specifically so that they do not require extra work beyond candidates' existing studies for GCSE. There are also separate tests for candidates for the Music, Art, Design & Technology and Sports scholarships that take place in February.

Due cognisance is paid in the selection process to any specific learning difficulty as identified through an Educational Psychologist's report and an appropriate time allowance may be granted in the scholarship examination.

d) Acceptance

All place offers are accompanied by:

- Acceptance Form (to be signed and returned)
- Terms and Conditions
- Details of information on the website

e) Unsuccessful Applications

Decisions are final and staff are not available for meetings to discuss individual cases. However, if parents or guardians would like more information in order to consider whether it might be worth reapplying in the future, then they should make that enquiry in writing and a member of the school admissions team will reply within 10 working days.

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Appendix I

JUNIOR SCHOOL ENTRANCE EXAMINATION SYLLABUS

The exam papers test skills based on, but also go beyond, the National Curriculum benchmarks for the relevant age groups. Listed below are details of the minimum content assessed.

ENGLISH

There will be one paper lasting one hour.

7+ and 8+.

Comprehension of a fiction text with mainly literal and deductive questions, with some inferential questions. Pupils may provide shorter written answers, in full sentences, to 1 mark questions. Children are expected to explain their answers in more detail when answering questions worth more than one mark, by using evidence from the text.

Creative writing – a short story using a given title.

9+ and 10+

Comprehension of a longer fiction passage. Short written answers are expected for some simpler literal questions, alongside detailed written responses to more searching deductive, inferential and evaluative questions, which carry more marks.

Creative writing – a story using a given title. Marks are awarded for composition, punctuation and organisation.

MATHEMATICS

There will be one written paper lasting fifty minutes followed by ten minutes mental arithmetic.

7+

Number sequences, place value, odd/even, words and figures
Vertical and column addition and subtraction, with carrying/decomposition
Simple word and number problems, including money
2D shapes, bar charts, tallying
Drawing fractions – half, quarter
Basic multiplication

8+

Number sequences, place value, words and figures
Number operations - addition, subtraction, multiplication and division
Rounding to nearest 10, 100 and 100
2D and 3D shape
Time – analogue and duration
Length and weight
Fractions of shapes and amounts
Word and number problems, including money
Reflective symmetry
Bar charts, scales

9+

Numbers, place value, sequencing and patterns

Number operations - addition, subtraction, multiplication and division, both vertically and in columns

Use of < and >

Fractions of amounts, shapes, equivalence

Angles

Area and Perimeter

2D and 3D shapes

Time – analogue, digital, 24 hour clocks and timetables

Coordinates

Word and number problems, investigations and puzzles

Bar charts and line graphs

10+

Numbers, place value, sequencing and patterns

Number operations - addition, subtraction, multiplication and division, both vertically and in columns

Use of < and >

Fractions of amounts, shapes, equivalence

Measurement – mm, cm, m and km, g and kg, ml and l

2D and 3D shapes

Coordinates in 4 quadrants

Time – analogue, digital, 24 hour clocks and timetables

Reflective symmetry

Area and perimeter

Data handling

Percentages, decimals and fractions

Word problems, investigations and puzzles

Appendix II

SOLIHULL SCHOOL

11+ ENTRANCE EXAMINATION SYLLABUS

In the 11+ age group candidates sit English and Mathematics papers.

ENGLISH

There will be one paper lasting one and a half hours. It will contain two sections.

Section A

Task 1 will test the candidates' reading skills. They will be assessed on their ability to comprehend and understand the fiction passage. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language. They might be required to use quotations from the text to support their points.

Task 2 will allow the candidates to write a composition of their choice, from a range of options. These might include a short story, a description of an imagined or real event, or merely the opening chapter to a longer narrative. Credit will be given for imagination, clarity of expression, grammatical accuracy and quality of imagery.

Section B

This will test the candidates' reading skills. They will be assessed on their ability to analyse a passage or poem. In particular, the questions will test the pupils' skills of inference and their ability to deduce information from 'reading between the lines'. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language. They might be required to use quotations from the text to support their points.

MATHEMATICS

There will be one paper lasting one and a half hours. It will contain three sections.

Section A

This section will consist of a series of short questions in which the candidates will not be required to show working.

Sections B and C

These sections will consist of longer problems, often with several parts, where the candidates are asked to think through more complex and testing situations.

Calculators will not be allowed in the examination.

SUMMARY OF WORK TO BE COVERED

- Addition, subtraction, multiplication and division of whole numbers (but not complicated long division)
- Time and the 24 hour clock
- Recognition of patterns of numbers
- Finding areas of squares and rectangles
- Simple direct proportion
- Time, distance and speed in simple cases
- Averages
- Problems involving money
- Interpretation of simple bar charts (drawing of them is not required)
- Very simple probability

Appendix III

SOLIHULL SCHOOL

12+ ENTRANCE EXAMINATION SYLLABUS

In the 12+ age group candidates sit English and Mathematics papers.

ENGLISH

There will be one paper lasting one and a half hours. It will contain two sections.

Section A

The Response to Reading Task will test the candidates' reading skills. They will be assessed on their ability to comprehend and understand a fiction prose passage or poem. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language.

Section B

The Composition Exercise will allow the candidates to write a composition of their choice, from a range of options. These might include a short story, a description of an imagined or real event, or merely the opening chapter to a longer narrative. There might be an opportunity to write the words of a speech, a letter or article. Credit will be given for imagination, clarity of expression, grammatical accuracy and quality of imagery.

MATHEMATICS

There will be one paper lasting one and a half hours.

Calculators will not be allowed in the examination.

SUMMARY OF WORK TO BE COVERED

- Addition, subtraction, multiplication and division of whole numbers (but not complicated long division)
- Addition and subtraction of decimals and simple fractions.
- Time and the 24 hour clock
- Recognition of patterns of numbers
- Finding areas of squares and rectangles
- Simple direct proportion
- Time, distance and speed in simple cases
- Averages
- Problems involving money
- Interpretation of simple bar charts (drawing of them is not required)

- Very simple probability
- The use of letters in Algebra
- Substitution of positive numerical values for letters

Appendix IV

SOLIHULL SCHOOL

13+ ENTRANCE EXAMINATION SYLLABUS

In the 13+ age group candidates sit English, Mathematics, Science and a Modern Language paper.

ENGLISH

There will be one paper lasting one hour. It will contain two sections.

Section A

The Response to Reading Task will test the candidates' reading skills. They will be assessed on their ability to comprehend and understand a fiction prose passage or poem. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language.

Section B

The Composition Exercise will allow the candidates to write a composition of their choice, from a range of options. These might include a short story, a description of an imagined or real event, a discursive essay, the words of a speech, a letter or the opening chapter to a longer narrative. Credit will be given for imagination, clarity of expression, grammatical accuracy and quality of imagery.

MATHEMATICS

There will be one paper lasting one hour.

Please note that in this paper questions on trigonometry **will not** be set and the questions set in Algebra **will** assume an understanding of directed numbers. Candidates must bring their own geometrical instruments to the examination, however calculators will not be allowed in the examination.

SUMMARY OF WORK TO BE COVERED

- Addition, subtraction, multiplication and division of integers, fractions and decimals; the correct use of brackets; simple percentages
- Indices
- The area of the triangle, rectangle
- The volume of the cuboid
- Elementary statistical ideas, e.g. averages, simple bar charts, pie charts
- Simple probability
- Simple direct proportion
- Simple equations (but NOT simultaneous equations)
- The meaning and use of co-ordinates
- Straightforward travel graphs and their interpretation

- Angle properties of parallel lines, the angle sum of a triangle, angle properties of isosceles and equilateral triangles

SCIENCE

The Science paper will last one hour and will be based on the National Curriculum Key Stage 3 Science Programme of Study. An understanding of basic scientific principles and ideas will be expected.

Questions may involve:

- Recall of factual knowledge
- Application of scientific principles
- Manipulation and presentation of data
- Interpreting data, including line graphs, bar charts, pie diagrams as well as interpreting tabulated data
- Comprehension

Useful background books:

- Longmans: Science 11 - 14. Chemistry, Physics, Biology (Separate books)
- So You Really Want to Learn Science: Book 2, Galore Park
- Any Key Stage 3 Science Revision Guide

MODERN LANGUAGES

Candidates will sit one paper lasting forty-five minutes with a choice of French, Spanish or German.

The following points are a guide as to what we expect candidates to have studied: the list is not exhaustive. Most importantly, the candidate should have an idea of the key grammatical foundations of their chosen language.

FRENCH

- Present tense and Imperative of common verbs
- Adjectival agreement
- Partitive article, demonstrative adjectives
- Perfect tense with avoir and être but not of reflexive verbs
- One direct object pronoun before verb
- Negatives: ne...pas, ne...rien
- Comparison of adjectives
- Immediate future with 'aller'

SPANISH

- Present tense and Imperative of common verbs
- Feminine and plural forms of adjectives
- Use of verbs 'ir, estar, ser, vivir'
- Present tense regular verbs
- Use of the infinitive form of the verb after 'gustar'
- Describing towns and houses
- Reflexive verbs
- Expressing likes and dislikes about school subjects

GERMAN

- Verb forms: ich, du, er, sie, es
- Adding 'gern'
- Introductions, name, age, birthday
- Family and home
- School items, subjects and uniform
- Clothes and appearance
- Pets, sport, hobbies and favourite things

ALL LANGUAGES

- Regular plural of nouns
- Definite and Indefinite articles
- A simple question asked and answered
- Possessive adjectives
- Numbers 1-100, date and time

Appendix V

14+ ENTRANCE EXAMINATION SYLLABUS

In the 14+ age group candidates sit English, Mathematics, Science and a Modern Language paper.

ENGLISH

There will be one paper lasting one hour. It will contain two sections.

Section A

The Response to Reading Task will test the candidates' reading skills. They will be assessed on their ability to comprehend and understand a fiction prose passage or poem. They will be expected to write critically about aspects of character, setting, situation and theme. They will also need to consider closely the writer's choice of language.

Section B

The Composition Exercise will allow the candidates to write a composition of their choice, from a range of options. These might include a short story, a description of an imagined or real event, a discursive essay, the words of a speech, a letter or the opening chapter to a longer narrative. Credit will be given for imagination, clarity of expression, grammatical accuracy and quality of imagery.

MATHEMATICS

There will be one paper lasting one hour.

Please note that in this paper questions on trigonometry **will not** be set and the questions set in Algebra **will** assume an understanding of directed numbers. Candidates must bring their own geometrical instruments to the examination, however calculators will not be allowed in the examination.

SUMMARY OF WORK TO BE COVERED

- Addition, subtraction, multiplication and division of integers, fractions and decimals; the correct use of brackets; simple percentages
- Indices
- The area of the triangle, rectangle
- The volume of the cuboid
- Elementary statistical ideas, e.g. averages, simple bar charts, pie charts
- Simple probability
- Simple direct proportion
- Simple equations (but NOT simultaneous equations)
- The meaning and use of co-ordinates
- Straightforward travel graphs and their interpretation
- Angle properties of parallel lines, the angle sum of a triangle, angle properties of isosceles and equilateral triangles

SCIENCE

The Science paper will last one hour and will be based on the National Curriculum Key Stage 3 Science Programme of Study. An understanding of basic scientific principles and ideas will be expected.

Questions may involve:

- Recall of factual knowledge
- Application of scientific principles
- Manipulation and presentation of data
- Interpreting data, including line graphs, bar charts, pie diagrams as well as interpreting tabulated data
- Comprehension

Useful background books:

- Longmans: Science 11 - 14. Chemistry, Physics, Biology (separate books)
- So You Really Want to Learn Science: Book 2, Galore Park
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- Present tense and Imperative of common verbs
- Use of simple past tenses – Perfect tense
- Immediate Future Tense
- Adjectival agreement
- Partitive article, demonstrative adjectives
- Perfect tense with avoir and etre but not of reflexive verbs
- One direct object pronoun before verb
- Negatives: ne...pas, ne...rien
- Comparison of adjectives
- Immediate future with 'aller'

SPANISH

- Present tense and Imperative of common verbs
- Use of simple past tenses – Preterite
- Immediate Future Tense
- Feminine and plural forms of adjectives
- Use of verbs 'ir, estar, ser, vivir'
- Present tense regular verbs
- Use of the infinitive form of the verb after 'gustar'
- Describing towns and houses
- Reflexive verbs
- Expressing likes and dislikes about school subjects

GERMAN

- Verb forms: ich, du, er, sie, es
- Use of simple past tenses – Perfect and Imperfect
- Immediate Future Tense
- Adding 'gern'
- Introductions, name, age, birthday
- Family and home
- School items, subjects and uniform
- Clothes and appearance
- Pets, sport, hobbies and favourite things

ALL LANGUAGES

- Regular plural of nouns
- Definite and Indefinite articles
- A simple question asked and answered
- Possessive adjectives
- Numbers 1-100, date and time