



EXETER MATHEMATICS SCHOOL  
SERVING CORNWALL, DEVON, DORSET AND SOMERSET

# Admissions Policy Entry 2018/19

<b>Staff reviewer:</b>	<b>Scrutinised by link Governor:</b>	<b>Date signed off at Committee:</b>	<b>Date approved at Board:</b>	<b>Next review date:</b>
Kerry Burnham	Philip Jenkinson, March 2017	<i>CSEC:</i> 09/05/17	<i>FGB:</i> 06/07/17	<i>Jan 2018</i>

## **1 Purpose**

This policy exists to ensure openness and fairness regarding admissions to the school and to ensure that the process is based entirely upon selecting the right students from a range of backgrounds and locations.

## **2 Definitions**

DfE Department for Education

SEND Special Education Needs and Disabilities

## **3 Policy**

### **3.1 Student Catchment Area**

Places will be allocated to students living in the geographic counties of Devon, Somerset, North Somerset, Cornwall or Dorset.

2011 census data indicates that the proportion of potential students from each county is approximately: Devon 47%, Somerset 24%, Cornwall 23% and Dorset 6%. Of the Devon population, 30% live within Exeter or Plymouth. We will aim for the allocation of places to reflect these proportions as closely as possible, with over 40% of the cohort coming from more than a 20mile radius of Exeter and Plymouth.

Students will not, however, be selected based upon their residential location in any of the 4 counties served by EMS. To encourage an appropriate spread throughout the region, we will subsidise travel and make accommodation available to those who live too far away for a daily commute. A means tested bursary fund will be available to subsidise the cost of accommodation for those that are unable to afford it.

Students wishing to apply from outside of the School's catchment area will be placed on the waiting list and offered places only if they remain available once all applicants from within the catchment area have been considered.

### **3.2 Planned Admissions Number and Capacity**

Our planned admissions number for 2018/19 is 60 students in year 12.

Our capacity is 120 students (60 in each of year 12 and year 13).

We will normally accept new admissions for year 12 only and students will not be able to access the year 13 curriculum without having completed year 12 at EMS.

### **3.3 Boarding Places**

There will be provision, Monday to Thursday, of boarding for students who have to travel for more than 1 hour to get to the school.

Boarders will pay for their accommodation. The boarding element will be non-profit-making for the school. Fees for boarding will be published on the school's website prior to admission. **A means-tested bursary scheme will be used to enable students from all backgrounds to attend the school.**

An application form, together with guidance notes for applications, will be published each year.

### 3.4 Minimum Entry Criteria

Over 50% of the curriculum will include Mathematics and at least 75% will need mathematical principles to underpin their learning so the entry criteria will reflect this. **The current criteria, below, will be reviewed in light of the results achieved in August 2017 by students under the new grading system. The criteria will be updated by the 30th September 2017.**

Students will be expected to have as a minimum:

- 8 or 9 in GCSE Mathematics
- A or A\* in double sciences or single science Physics or Computer Science
- At least 6 GCSEs at C grade / grade 5 or above, normally to include English Language at a grade 6

Students will also be selected based upon the following:

- A written application
- A satisfactory tutor reference which includes details on attendance and effort as well as predicted grades
- A face to face interview
- A mathematics-based entry examination

### 3.5 Application Process

Exeter Mathematics School's aim is to provide a unique opportunity for like-minded mathematicians to thrive, stimulating each other and taking every opportunity to develop their Mathematics skills so that they are the most able in this field when applying to university. The aim is that EMS students will stand the best chance of progressing to suitable universities.

The application process needs to be thorough to ensure that the best possible information, advice and guidance is given so that students accepted into the school have the best possible chance of progressing.

As long as there is significant demand, EMS will invite at least 120 students to take the aptitude test and will interview at least 90 students.

The application form and tutor references will be used to check that students meet the academic criteria and to test reliability and dedication by looking at attendance and effort.

The aptitude test will be used to ensure that there is a basic, standard, minimum level of problem solving and mathematical ability. Sample questions will be published on the School's website.

The interview will be used for further exploration of mathematical and problem solving ability and to ensure that the student has realistic expectations in terms of workload and expected commitment as well as passion for the topic.

### 3.6 Oversubscription Criteria

If more than 60 students meet the threshold criteria on test scores, then priority will be given to interview answers and the candidates' potential to thrive and succeed on the course.

### 3.7 Equality and Diversity

The School, in operating admission arrangements, will do everything it reasonably can to enable every student to perform at their best, and in making acceptance decisions, will not discriminate between students on grounds of gender, disability, faith, ethnicity, or sexual preference, provided they meet the criteria for entry.

EMS will admit any pupils with an Education Health Care Plan (EHCP) who meet the criteria in the application process.

EMS is committed to widening participation and broadening access to high quality mathematics education. As such, we will target our recruitment in areas which have high levels of deprivation and in schools for which provision is currently limited, such as those without 6<sup>th</sup> forms.

EMS will encourage applications from female students through targeted marketing and recruitment, however there will be no positive discrimination for girls in the admissions criteria.

## 4 Implementation

### 4.1 Publication of Admissions Policy

The policy will be easily accessible, published on the School's website and with paper copies available on request. It will be presented in such a way that stakeholders can interpret it easily. It will state explicit entry criteria, the number of places available and the application process.

The policy will be reviewed annually and will detail how many places are available for the following September's intake, the entry criteria and how to apply. The School will also operate a waiting list if it is over subscribed.

### 4.2 Dates for Entry September 2018

Applications for entry in Sept 2018 will be accepted for consideration from September 30<sup>th</sup> 2017.

Students must have been born between 1<sup>st</sup> September 2001 and the 31<sup>st</sup> August 2002, or born between 1<sup>st</sup> September 2002 and the 31<sup>st</sup> August 2003 and in their final year of GCSEs at their current school.

<b>Time line</b>	<b>Application process</b>
4 <sup>th</sup> Dec	Early Application Deadline to secure a place at Entrance Test workshop
6 <sup>th</sup> Jan	Preparation for Entrance Test workshop

29 <sup>th</sup> Jan	Final Deadline for completed application form which will includes a section for a personal statement
3 <sup>rd</sup> Feb	All students who meet the minimum criteria will be invited in to take an aptitude test
5 <sup>th</sup> Feb	Students who scored highly on the aptitude test will be invited in for interview to take place on 12 <sup>th</sup> , 13 <sup>th</sup> and 24 <sup>th</sup> February
5 <sup>th</sup> March	Successful applicants will be made a conditional offer this week

### 4.3 Waiting List

We will keep a waiting list and allocate places prioritised by the over-subscription criteria.

Places may still be offered up to the October half term, though it is recognised that additional pastoral care and academic support will be needed to help these students settle in and catch up.

### 4.4 Late Applications

Applications received after 29<sup>th</sup> January but before 5<sup>th</sup> March will be considered alongside other applicants only if places remain at that stage of the process.

Applications received after 5<sup>th</sup> March will be considered and added to the school's waiting list. Such applicants will be offered places only in the event that any remain available after the consideration of all applications received on or before that date.

Late applications from students within the school's catchment area will be considered before applications from students outside of the school's catchment area.

### 4.5 Appeals

Students will be offered places by the end of March 2018. Those not offered a place will have the right to appeal.

Appeals should be made in writing by the end of April 2018 and will be heard by an Appeals Committee drawn from the school's governing body.

## 5 Associated Documentation

- Means-tested Bursary for Boarding Policy
- Equality and Diversity Policy

## 6 Monitoring, Review and Evaluation

This policy will be reviewed annually by the Headteacher and Governing body.

## 7 Equality analysis

Please use the 'equality analysis procedure' to guide you to complete the text boxes below, expanding them as you wish. If this is a review - please add date and make any amendments if required.

04/03/17

### 7.1. Is your policy equality- relevant? If yes, please list which groups of people will be affected by this policy.

YES – the policy must ensure that all groups are able to access the school without discrimination.

### 7.2. How have you involved people from minority groups who may be affected by this policy?

NO groups have been invited to contribute to the development of this policy but it has been scrutinised, initially by Dfe and annually by our SEND link governor.

**7.3. What evidence have you considered?** List any sources of data and research you have used. This can include college or national monitoring data, surveys, reports, consultations, focus groups, pilots, evaluations. Describe any ongoing data collection or plans for future research. *Write here* Feedback from parents and student that have been through the process. Census data so that we can monitor the fairness of access for students.

### 7.4. How will your policy fulfil the public sector duty by helping fight discrimination, advance equality of opportunity and foster good relations?

Characteristic	How does your policy help fulfil the public sector duty? What Equality issues have you addressed?
Age	Age: this is a 16-19 provider and so must have age related criteria.
Disability	Disability: admissions staff are aware of our equality and diversity policy and make considerable efforts to ensure that no students are disadvantaged. We ask both applicants and their referees to identify and particular needs that should be accounted for to enable students to be fairly assessed.
Gender	Gender: we do not select based on gender. The proportion of female students at EMS (30%) is lower than that of males but is much higher than expected given all students take Physics and/or Computer Science: both subjects for which there is a low proportion of female students (20% and 9% respectively).
Pregnancy & maternity	Pregnancy & Maternity: we have no specific provision for this. In the rare instance of a parent applying for a place at EMS we will take all reasonable measures to accommodation him/her.
Race	Race: we do not select based on race. Students that are refugees or have English as an additional language may receive a lower offer for English than their peers, depending on level of fluency and their ability to cope with our course.
Religion and belief	Religion and Belief: we do not select based on these. Prior to enrolment, students are asked to identify any spiritual needs to ensure we are able to make appropriate provision.
Sexual orientation	Sexual orientation: we do not select based on sexual orientation nor would we expect staff to be aware of students' orientation. All staff are trained in E&D and should respect all students (and parents) regardless of orientation.
Transgender	Transgender: we have support available in school for transgender students and do not select according to gender identity

**7. 5. Describe any potential adverse impacts that may arise as a result of the policy.** If any are identified, you should also state what actions will be taken to mitigate that negative impact. If yes, say if you have an action plan to carry this out? Students from low income households may be deterred from applying due to the cost of accommodation. We have a bursary scheme in place to ensure equality of access that his highlighted within this policy.