

St Paul's Cathedral School

Policy and arrangements for admissions, misbehaviour and exclusions

Admissions

With high academic aspirations, St Paul's Cathedral School is looking for pupils who are able to take full advantage of the unique educational, musical and other opportunities which the school can provide.

Day pupils

The main ages for entry into the school for day pupils are 4+ (Reception) and 7+ (Year 3). There are sometimes spaces in other year groups and parents are asked to contact the Registrar, Clare Morgan, (details below) if they are interested.

Assessment at 4+:

Children are assessed informally for entry to the Reception form in the Pre-Prep department when rising four. This assessment takes place in the November before the year of entry. There is a one-form entry at this level. Subject to their attaining the appropriate academic standard, they progress at the age of seven to the Prep School.

The assessments take place on a Saturday in November and children are invited with their parents to a group play session in the Reception classroom a few days beforehand to familiarise themselves with the surroundings. On the day of the assessment, parents will be asked to leave their children with the Pre-Prep staff who will assess the children in the Reception classroom. There will be 10 – 12 children assessed together at any one time and the emphasis is on a group play session. Staff will be watching how the children interact socially and they will also ask each child to undertake a few tasks separately such as drawing a picture or building a tower from blocks. An important aspect of the assessment is that no preparation is required. The school will request a report from a child's nursery, if applicable.

The first 70 children who are registered on the 1st September, 12 months before entry to the school, will be assessed. 70 children will be assessed for 20 places. An initial 20 children will be offered places. The school will hold a waiting list of up to 20 children and they will be offered a place if one becomes available. Parents will be informed of the school's decision of whether their child has been offered a place, is on the waiting list or has not been offered a place, within three weeks of the assessment.

Parents of children who are placed on a waiting list or who are unsuccessful will be asked if they wish their children to be considered for a place at 7+ (Year 3).

Assessment at 7+:

The Prep School has a two-form entry at 7+ and places are available for boys and girls who have not attended the Pre-Prep department. The school is looking for pupils whose abilities are at the national average or above. Assessment at this level takes place in the January before their entry into the school in September. **The closing date for entries is December 31st.**

The assessment is in two stages over the course of a week:

1. All candidates will be invited to the school on the first Saturday of the spring term, usually from 0930 to 1200. Pupils will meet the Year 3 staff and the Deputy Head Academic and during the morning will sit verbal and non-verbal reasoning papers and complete a short written exercise. No preparation for these tests is required, and pupils will have an opportunity to complete some practice exercises before each paper. Pupils will be selected for the next stage on the following Monday morning and parents should be informed by Tuesday at the latest. Pupils will be ranked according to their scores on the written papers. Numbers moving forward at each stage in the process will depend on the number of day pupil places available.
2. Pupils invited to return will spend a day at the school on the Thursday or Friday and take part in various activities. This may typically include: art, drama, problem solving and group work. The assessment focus at this stage is behaviour, co-operative group work, attitude, application and perseverance.

The school will request a report from the pupil's current school.

All staff who have worked with the pupils will contribute towards the final decisions and pupils will receive either an offer, a waiting list place or a rejection. About 15 places will be offered and the waiting list will be in order of merit. If a place becomes available, the next pupil on the waiting list will be offered a place, taking into account the school's sibling policy (see below under 'Other information').

Bursaries are available for day pupils. Please contact the bursar, Mr Martin Kiddle (tel: 020 7248 5156; email bursar@spcs.london.sch.uk) for details.

Choristers (boarders)

Choristers (boys only) are admitted from the age of seven. They may have attended the Pre-Prep department of St Paul's Cathedral School or come from another school. Parents are asked to contact the Director of Music, Mr Andrew Carwood, through his secretary Mrs Angela Palotai (tel: 0207 236 6883; email: apalotai@stpaulscathedral.org.uk), to arrange an informal audition in the first instance. If asked to progress to a formal audition, the candidate will be asked to undergo the same academic testing as day pupils. Formal voice trials are held throughout the year.

There are places for choristers at 7+, 8+ and sometimes 9+.

Voice trials for chorister (boarding) places for boys of 7-9 years old are designed to compare quality of voice and potential musical ability rather than to seek evidence of formal voice training.

If successful, a chorister's tuition fee and music lessons are paid for by the Chapter of St Paul's Cathedral. Parents are asked to pay the boarding fee, but assistance with this is available. Please contact the bursar, Mr Martin Kiddle (tel: 020 7248 5156; email bursar@spcs.london.sch.uk) for details.

The school holds a 'Step-up' Day in June to which all new pupils are invited to attend and meet their peers and teachers. A lunch for all new parents and pupils is also held in June, usually the following day to 'Step-up' Day. New choristers are also invited to spend a night in the boarding house.

Equal Treatment

St Paul's Cathedral School does not discriminate against applicants on the grounds of race, ethnicity, special educational needs, disabilities, gender, social background or religion (see below under Religious Beliefs). Our aim is to encourage applications from candidates with as diverse a range of backgrounds as possible.

Special needs

We do not discriminate in any way regarding entry, other than in terms of merit based on academic suitability. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. We welcome applications from pupils with physical disabilities, provided that our site is suitable for their particular needs. We advise parents of children with physical disabilities to discuss their child's requirements with us before s/he undergoes the entrance process so that we can make adequate provision for him/her. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she becomes a pupil at the School.

Fluency in English

In order to cope with the academic demands of the School and to be able to access the curriculum, pupils must be competent English speakers. All candidates for whom English is not a home language will be tested for fluency before entry, as outlined above.

Religious Beliefs

Although St Paul's Cathedral School is a Christian foundation, we do not select for entry on the basis of religious belief. However, parents should be aware that there are regular assemblies in school and in St Paul's Cathedral which have a Christian theme and there are several services throughout the year which all pupils, particularly from Years 3 – 8, are expected to attend.

Sibling Policy

Priority is given to siblings of existing pupils, provided that they reach an appropriate standard.

Other information

For any further information or enquiries, please contact Clare Morgan at the school on 020 7248 5156 or email admissions@spcs.london.sch.uk

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Misbehaviour and Exclusions

All members of the St Paul's Cathedral School community – pupils, staff, parents and governors are expected to contribute to the creation of a stimulating and caring environment where all pupils are encouraged to realise their potential in all areas of school activity.

This policy should be read in conjunction with the school's Discipline and Rewards Policy whose aims are:

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and school governors, based on a sense of community and shared values.
- By applying positive policies of courtesy, consideration and common sense, to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (These will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.)
- To encourage good behaviour rather than simply to punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner with the aim of achieving an improvement in behaviour.

Sanctions for various misdemeanours are published in the Discipline and Rewards Policy which includes the policy 'Moving Forward: Dealing with children's behaviour in Pre-Prep'. Corporal punishment is not used.

The School's Terms and Conditions confer upon the Headmaster the power to impose the sanction of suspension or expulsion on any pupil for any cause which he considers adequate.

Suspension may be ordered if a pupil persists in misdemeanours after warnings or is involved in bullying, theft, lying, bringing proscribed articles or substances to School, repeated truancy from lessons or other serious wrong-doing. This gives the pupil a chance to consider, if possible with the help of discussions at home, the possibility that expulsion may subsequently be ordered unless conduct improves.

Expulsion may be ordered in certain circumstances, normally following suspension except in cases of serious misconduct. If this sanction is being considered, both pupil and parents will normally be invited to a meeting with the Headmaster. Parents may in some cases be offered the opportunity to withdraw the pupil. In other cases the Headmaster may expel the pupil forthwith. The appropriate procedure to be adopted in any case is entirely at the discretion of the Headmaster.