



KINGSTON
GRAMMAR SCHOOL

FOUNDED 1561

ADMISSIONS POLICY

May 2025

For Entry in September 2026



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ADMISSIONS

GENERAL STATEMENT OF ADMISSIONS POLICY

Kingston Grammar School is a co-educational, academically selective school offering an all-round approach to education for students aged 11 - 18 years.

Deciding on the right school for your child is very important, and we believe that a personal visit is invaluable. We very much hope that you and your child will visit the School. We usually hold a number of open events in the autumn and summer terms which give a general introduction to the School. Details are published on our website.

The School aims to encourage applications from candidates with as diverse a range of backgrounds as possible. We are mindful of our obligations under the Equality Act 2010 during the admissions process and seek to promote accessibility, regardless of background. Means-tested fee assistance is offered to make it possible for as many as possible who meet the School's admissions criteria to attend the School. The School's provision for fees assistance is described below. We aim to identify and admit those students who show the potential to benefit from the academic education offered by the School, its ethos and opportunities, and to contribute to the active life of our community.

Admission is by selection on academic merit. All applicants are required to sit the entrance assessments as described in the rest of this Policy. The interview is an important part of the admissions process. The School also takes into consideration the applicant's age and a report from the current school. Kingston Grammar School has no sibling preference policy.

Applicants will be considered only when a completed Registration Form has been received with payment of the non-returnable Registration Fee.

If a candidate qualifies for free school meals at their current school, we will waive the registration fee. The Admissions Team will need to receive written proof of this before waiving the fee, either from the local authority or the candidate's current school.

Any applications received after the published deadline will not be accepted.

Admissions will be subject to the availability of a place and conditional on the fulfilment of the current admissions requirements. Entrance assessments may be varied and may be at times other than those published.

Admission to the School is at the Head and Chair of Governor's discretion and the right is reserved to vary these procedures and criteria where they deem there are exceptional circumstances.

EQUALITY, DIVERSITY AND INCLUSION

We treat every application for admission in a fair and equal way. We are committed to preventing, challenging and eliminating all unlawful discrimination and to promoting equality of opportunity between people of different racial or cultural groups, religion, gender, disability, sexual orientation, gender identity and gender reassignment.

INFORMATION SHARING

We require parents to inform the School at the outset of the application process about any needs which their child may have or any other significant matters which the School should reasonably be aware of because, for example, it would necessitate tailored provision and/or would materially impact on their child's attendance at



School and/or ability to engage in day-to-day School life. The School may wish to discuss these matters with the parents and/or require some further information.

Parents must ensure that information provided is accurate, complete and not misleading and relevant details and information (or changes to them) are shared in a timely and transparent manner.

A failure to disclose relevant information and/or the provision of inaccurate, incomplete or misleading information may - in some cases - lead to the withdrawal of an offer or termination of the School's Parent Contract.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We do not unlawfully discriminate in any way regarding entry. Applications are welcome from all those who have the ability and aptitude to thrive in an academic environment. We welcome students with disabilities and/or Special Educational Needs (SEN) provided we can reasonably offer them the support that they require, cater for any additional needs and that our site can accommodate them. We aim to ensure that all our students, including those with disabilities and/or SEN, are provided with a safe and inclusive environment in which to learn.

The School policy is to apply our admissions criteria to all potential students.

We require parents of children with SEN, disabilities or allergies (suspected and diagnosed) to discuss their child's needs with the School at the outset of the admissions process so that we can make adequate provision for them, to the extent reasonable.

Parents are required to provide with the Registration Form all relevant information about their child which may affect their child's performance in the admissions process and/or ability to participate meaningfully in the education provided by the School (including any relevant medical, Educational Psychologist's or other relevant expert third party reports or assessments, materials or information about their child's needs (educational, health or otherwise). This may include any final or draft Education, Health and Care (EHC) needs assessments (or applications for a needs assessment) or final or draft EHC Plan (or applications for an EHC Plan). This is so that the School can assess the child's needs and consult with parents about any adjustments which can reasonably be made and so the School can ensure, for example, that the child would be able to meaningfully access the education offered should they receive an offer of a place, and that we would be able to ensure their health and safety, and the health and safety of others. This information should be provided prior to the admissions assessment process.

Where parents of a prospective student feel their child requires adjustments (in respect of the admissions process and/or with regards to education at School and participation in School life in the event they are offered and take up a place at the School), parents should raise these with the School at the outset and the School may - depending on the circumstances - require some further information from parents or request further assessments in respect of the needs identified and will discuss with parents (and their child's medical advisers, if appropriate) the adjustments proposed and whether they can reasonably be made for the child if they were to become a student at the School.

There may be exceptional circumstances in which the School will not be able to offer a place for reasons relating to a child's SEN and/or disability. For example, if, despite reasonable adjustments (in the case of disability), the School feels that a prospective student is not going to be able to meaningfully access the education offered, or that their health and safety or that of other students and staff may be put at risk, or where the School cannot reasonably accommodate the adjustments required or reasonably provide the nature or level of the support required.

In offering a place, the School must feel reasonably sure that throughout the student's time at the School, it will be able to educate and develop the prospective student to the best of their potential and in line with



general standards achieved by the student's peers, so that there is every chance that the student will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded young adult. The School will make all reasonable adjustments to ensure that students with disabilities have full access to the curriculum, culture, policies and procedures of the School.

Sometimes, the situation of students with disabilities and/or SEN changes between an offer of a place being made and the student starting at the School. The School requires parents to be pro-active in updating the School as to any changes which mean that the information provided during the application process is out of date or incomplete. In the vast majority of cases, this will not affect a student's place at the School. However, the School may, in exceptional circumstances, need to reconsider the offer of a place if a student's circumstances change materially. It is in the student's interests that any such decision is made as early as possible to avoid any disruption to their education, so parents are urged to be forthcoming and transparent in their communications with the School about any material change to their child's circumstances.

In the event your child has an EHC needs assessment or EHCP (whether at the application stage, draft or final form) it is important that these (and the applicable supporting documentation, e.g. educational psychologist reports or other expert assessments) are shared promptly with the School and that the School is kept up to date with respect to any relevant decisions of the Local Authority or changes in provision.

ENTRANCE PROCEDURE (YEARS 7-10)

All entrance examinations are broadly in line with the expected knowledge gained from National Curriculum teaching at the appropriate Key Stage in English and Mathematics for all entry levels.

Candidates are expected to join the School into the correct year of entry for their age. Applications for students wanting to join the school 'out of year' will be considered on an individual basis, taking account of individual circumstances.

For all points of entry, references will be taken up from the candidate's current school (or where the candidate is homeschooled from a person in a position of authority who is not related to the child), normally before the date of the entrance examination.

The interview is an important part of the assessment process at all entry levels. Interviews for all entry points, except 16+, are on a one-to-one basis and can either be of a general nature or subject specific (Mathematics or English at 11+ and 12+). For 16+ entry, interviews will be on either a two-to-one or one-to-one basis and will involve general questions alongside specific questions focused on their academic interests. Only candidates being considered for a place will be interviewed, and not everyone interviewed will be offered a place.

IDENTIFICATION CHECKS

When registering to sit our assessments, all candidates must upload a current photograph to their online admissions account. If you are not a UK national, you will also need to submit your passport.

Parents/carers should ensure that the child's personal details on the Admissions Portal are up to date and correct as their identification will be matched to these details.

In order to accept an offer of a place, candidates need to submit their original birth certificate for validation by a member of the admissions team. You will also have to submit your passport or another acceptable form of photo ID, and, if appropriate, documentation, to confirm your eligibility to study in the UK, if you are not a UK national.



STUDENTS IN YEAR 5 – DEFERRED ENTRY 10+ EXAMINATION

The closing date for registration is normally in November two years preceding the desired year of admission at 11+, ie when the candidate is in Year 5. The examination will take place in early January for deferred entry at 11+ in September the following year. Candidates that accept a Deferred Entry place will not need to take any further examinations for entry. They can also apply for fee assistance and/or scholarships in Art, Music and/or Sport during the autumn term of Year 6. Further details can be obtained from the Registrar (registrar@kgs.org.uk).

Candidates who either reject or are not offered a Deferred Entry place can re-register to sit the 11+ examination in the following year. Their performance in the 10+ examination will not prejudice their application at 11+.

The 10+ examination is designed on the same principles as the 11+ but to suit the different age group; it is broadly based on the National Curriculum and the papers are appropriate for a wide range of feeder schools. Examination papers are produced in-house, and past papers are not available.

11+ ENTRANCE EXAMINATIONS

ENTRY

Entry to the First Year (Year 7) is for students who will have reached the age of 11 by 1st September immediately following the entrance examination. There are approximately 150 places available (including 10+ deferred places). The closing date for registration is in October of the year preceding the desired year of admission. The examination will take place in November.

11+ candidates sit an examination consisting of Mathematics and English papers. On the basis of the examination performance, interviews will then take place for those candidates who are being considered for a place.

Broadly based on the National Curriculum, the papers are appropriate for a wide range of feeder schools. Past papers are not published.

ENGLISH

Candidates are assessed in the three National Curriculum areas:

- EN1 Speaking and Listening (informally at the interview stage)
- EN2 Reading
- EN3 Writing

The English examination will test a candidate's ability to: read, understand and respond to writing (EN2); construct and convey meaning in written language (EN3); spell and punctuate (EN3).

These abilities will be tested by asking the candidate to complete a three-part examination paper which will be based around a given passage. Section A will comprise of multiple choice questions, Section B will require candidates to identify quotations and analyse them and Section C will ask candidates to write a short composition.

The questions range from simple understanding ('why does x do y?') to more difficult matters of interpretation ('what reasons might there be for ...?'). There may also be questions about the meanings of words and phrases. In Section B, candidates are expected to identify the correct analysis of quotations. The composition is likely to be a narrative task, continuing the story of the passage or using it as stimulus material for an original piece.



Emphasis will be placed on accuracy in - following instructions and retrieving and conveying information (EN2); using correct spelling, grammar and punctuation (EN3); responding with imagination and sensitivity to what is read (EN2, EN3).

MATHEMATICS

Candidates are tested in these three National Curriculum areas:

- MA2: Number and Algebra
- MA3: Shape, Space and Measures
- MA4: Handling Data

In terms of the National Curriculum, 11+ candidates are asked to answer questions based on any of the Attainment Targets up to and including Level 5, though the main focus of the paper requires a thorough understanding of work up to and including Level 4. (For 10+ candidates, the questions will largely be based on work up to and including Level 4).

Examples of the types of questions set include:

1. Add, subtract, multiply and divide
 - a. whole numbers
 - b. decimals
 - c. fractions (simple fractions only)
2. Demonstrate an understanding of ordering and measuring.
3. Perform calculations involving:
 - a. money
 - b. time
 - c. length
 - d. area
 - e. volume
 - f. speed
 - g. mass based largely on metric units but including other commonly encountered units (e.g. mph).
4. Interpret statistical information presented in a variety of simple forms.

Calculators may **not** be used.

ADMISSIONS: DECISION PROCEDURE

10+ ASSESSMENTS

Each component of the entrance examination is carefully marked by a teacher specialising in that subject.

- The feeder school report is evaluated.
- An interview list is drawn up based on the examination scores and the feeder school report.
- Applicants are interviewed individually by a member of staff.
- The interviews are scored using a four-point system.
- A final list is drawn up.
- Members of the Admissions Committee decide on those that should be offered places. Not everyone interviewed will be offered a place.
- Places will not be offered without an interview.



11+ ASSESSMENTS

Each component of the entrance examination is carefully marked by a teacher specialising in that subject.

- The feeder school report is evaluated.
- An interview list is drawn up based on the examination scores and the feeder school report.
- Applicants are interviewed individually by a member of staff. These interviews are either general or subject specific, depending upon the examination score.
- The interviews are scored.
- A final list is drawn up.
- Members of the Admissions Committee estimate how many awards and main list places to offer to attempt to achieve the desired level of acceptances. Not everyone interviewed will be offered a place. Those who are not offered a main list place may be offered a place on the reserve list.
- Except in exceptional circumstances places will not be offered without an interview.

APPLICATIONS FOR CO-CURRICULAR SCHOLARSHIP AT 11+

11+ candidates may apply for scholarships in Music, Sport and Art. A separate assessment for these is carried out in Autumn Term. Candidates offered a scholarship assessment is not an indication of a likelihood of an offer but is an independent part of the admissions process.

13+ ENTRY

A small number of places will be available for entry at 13+.

The examination will be held in the Spring term prior to the academic year of entry (ie when the candidate is in Year 8). The closing date for registrations will be late November with the examinations taking place in January. A reference will be requested from the current school in November/December.

Papers will be taken in English and Mathematics.

Firm places will be offered and candidates from prep schools will not be required to sit Common Entrance to confirm their place. However, the prep school may still require candidates to sit the Common Entrance papers for internal marking purposes.

ASSESSMENTS

Each component of the entrance examination is carefully marked by a teacher specialising in that subject.

- The feeder school report is evaluated.
- An interview list is drawn up based on the examination scores and the feeder school report.
- Applicants are interviewed individually by a member of staff.
- The interviews are scored.
- A final list is drawn up.
- Members of the Admissions Committee estimate how many places to offer to attempt to achieve the desired level of acceptances. Not everyone interviewed will be offered a place.
- Places will not be offered without an interview.



ACADEMIC SCHOLARSHIPS AT 13+

These are at the discretion of the Head.

SIXTH FORM ENTRY

Applications for 16+ candidates need to be registered in the preceding October and the interview will take place in November. Registered candidates will be asked to complete a personal statement of no more than 500 words.

Entry to the Sixth Form is based on predicted GCSE (or international equivalent) grades, personal statement, a report from the candidate's current school and, if successful at the first stage, attending an interview session. During the interview session candidates will answer general questions along with more specific questions focused on their identified academic interests.

Conditional offers, giving details of the GCSE grade requirements and any other conditions, will be made by the end of the Autumn term. Offers are not confirmed until after GCSE results are received in August and are conditional on achieving the required GCSE grades and average GCSE point score. For a conditional offer to be confirmed post-GCSE results, candidates are required to fulfil the following criteria:

- i) As a minimum, students must achieve at least Grade 7 (equivalent to A grade) in four separate subjects.
- ii) In addition, all students must achieve a minimum Grade 6 (equivalent to the top half of a B grade) in Mathematics and English GCSE or IGCSE. Please also note that a minimum of Grade 7 is required in those subjects, or closely related subjects, that students wish to study for A Level with the exception of Mathematics where students will require a minimum Grade 8 at GCSE and Further Mathematics where students will require a Grade 9 at GCSE.

The subjects below do not require previous study at GCSE but may require a Grade 7 in certain related GCSE subjects in order to study them at A Level (this is at the discretion of the relevant Head of Department):

SUBJECT	REQUIREMENT
Classical Civilisation, Religious Studies, Government & Politics	Grade 7 in an essay-based subject, preferably English Literature or History
Drama & Theatre Studies	Grade 7 in English Literature
Economics	Grade 7 in Mathematics
Physical Education	Grade 7 in Biology
History, Geography (if not taken at GCSE)	Grade 7 in an essay-based subject, preferably English Literature
Psychology	Grade 7 in English Literature and a science-based subject

SIXTH FORM ASSESSMENTS

- Predicted GCSE grades, report from current school and the personal statement are evaluated. The Admissions Committee will decide who to invite for interview.
- Interviews are scored.
- Members of the Admissions Committee decide which offers are to be made.



- Offers are made conditional on specific grades at GCSE (or international equivalent).

SCHOLARSHIPS AT 16+

External candidates highlighted as potential Academic Scholars during the assessment process, will be confirmed once GCSE results have been received in the Summer. External candidates applying for scholarships in Music, Art, DT, Sport and Drama will be invited for auditions/assessments in November.

Students who achieve a Drama or Art Scholarship at 16+ are required to take the subject at A Level. This does not apply to Music or Sport (Physical Education A Level).

OTHER POINTS OF ENTRY

Year 8 (12+) and Year 10 (14+): examinations for entry into these year groups will normally be held in March of the year of entry, provided whole school numbers indicate that spaces will be available. Please contact the Registrar for further information and before submitting a registration form.

Entry into Year 11 and Year 13 is only considered in exceptional circumstances and at the discretion of the Head.

12+ AND 14+ ASSESSMENTS

Each component of the entrance examination is carefully marked by a teacher specialising in that subject.

- The feeder school report is evaluated.
- An interview list is drawn up based on the examination scores and the feeder school report.
- Applicants are interviewed individually by a member of staff. These interviews are either general or subject specific, depending upon the examination score.
- The interviews are scored.
- A final list is drawn up.
- Members of the Admissions Committee decide which applicants should be offered places taking into account whole school numbers. Those who are not offered a main list place may be offered a place on the reserve list.
- Places will not be offered without an interview.

SCHOLARSHIPS

Available for new entrants at 11+ (co-curricular only), 13+ and 16+.

Academic scholarships for new entrants are only available at 16+ and at the discretion of the Head at 13+.

Review of current students for the award of potential scholarships takes place at 13+, 15+ and 16+ (co-curricular) and at 14+ and 16+ (academic).

Scholarships are awarded subject to achieving either the required academic or practical criteria. They are generally awarded for the remaining duration of the student's time at the School subject to continued satisfactory performance, good conduct and adherence to the Terms and Conditions in force at the time.

Art, Music, Sports, Design & Technology and Drama Scholarships for external candidates:



1. Music Scholarship auditions will take place in the Autumn Term for 11+, 13+ and 16+ entry
2. Art Scholarship assessments will take place in the Autumn Term for 11+, 13+ and 16+ entry
3. Sports Award assessments for candidates will take place in the Autumn Term for 11+, 13+ and 16+ entry.
4. Drama Scholarship auditions and Design & Technology assessments (both 16+ only) will take place in the Autumn Term.

Students who achieve Music and Art Scholarships at 11+ and 13+ will be required to take that subject at GCSE.

The closing date for applying for the above scholarships for new entrants is the same as the registration deadline.

FEE ASSISTANCE

Means-tested fee assistance is available for 11+, 13+ and 16+ entry. Fee assistance is variable according to means, up to 100% plus of full fees. The award of fee assistance is subject to reaching the required academic standard in the relevant entrance examination. If the demand exceeds the number of awards available, fee assistance will be awarded with reference to the performance in the entrance examination.

The criteria for qualifying for fee assistance are not disclosed and are confidential to the School. All aspects of the family financial situation are taken into account including salary, assets including property, additional income, siblings, dependent relatives and other relevant factors.

Fees assistance awards are reviewed annually and parents will be required to provide up to date information about their circumstances for every year the child is at the school. Awards may be adjusted depending on current financial circumstance. Fees assistance may also be withdrawn in accordance with the terms on which such an award is made or otherwise in accordance with the Schools Terms & Conditions.

OVERSEAS APPLICANTS

We welcome overseas students provided that they have the legal right to enter, live and study in the UK and they have a relative or responsible adult living in the UK nominated by the parents.

Entry assessments will take place online, invigilated by a member of KGS staff or an approved examination centre.

FLUENCY IN ENGLISH

In order to cope with the high academic and social demands of the School, students must be fluent English speakers. See also the School's Policy on English as an Additional Language (EAL).

POLICY REVIEW

This policy will be reviewed annually by the Marketing and Admissions Committee.

DATA RETENTION

Applicant's details will be held on file with due regard to data protection legislation and the School's Privacy Notice and Records Management Policy. The School will not hold the personal data of an applicant or parent for longer than is necessary for a lawful purpose. For unsuccessful applications, this will generally be no more than two years for 10+ applications and one year for 11+ and other applications.