



# CHATHAM & CLARENDON GRAMMAR SCHOOL

## The Case for the School - Year 7 September 2026 *Generic*

The School, as detailed in our determined Admission Arrangements, takes part in the National process for transition to Secondary School which is administered by Kent County Council (KCC). I confirm that the correct process was followed for this student and that our Admission Arrangements for September 2026 comply with the School Admission Code and all appropriate legislation.

The parent/carer makes an application for a place at our School, by completing the Secondary Common Application Form (SCAF) in October 2025. Scheme details are attached.

Those with a grammar assessment and therefore eligible for consideration of a place are ranked according to our oversubscription criteria, which is reproduced below. That ranked list is returned to KCC for allocation according to the students' preferences and all Kent schools' capacity.

The KCC used the ranked list to allocate an offer for 134 places out of the 180 spaces available at this School.

Whilst there are other students who placed us as a preference on their SCAF those that were eligible for a grammar school will have been given a place at another school that they placed as a higher preference than us. If they now wish to be considered for a place with us, they have the right to ask to go on our waiting list and also to appeal.

Those who were not eligible e.g. did not achieve a grammar assessment in the Kent Test including through the Headteacher appeal process cannot be allocated a place with us and are automatically turned down for a place and have the right of an appeal. As a grammar school the School Admission Code states that we do not have to offer available places to applicants who have not reached the required standard, even if we have places available.

### Academic Requirements

To be eligible for consideration of a place at the Chatham & Clarendon Grammar School, an applicant must have reached the standard for selective education in Kent, in accordance with our published admission arrangements.

**This standard is normally around the 75<sup>th</sup> percentile level of ability, which suggests that the student will be able to cope with the level and pace of work expected in a grammar school and when taking the KENT TEST the required assessment level this year is an aggregate standardized age score of 332 or more and no individual score being less than 108.**

***‘Statement on why the student was not offered a place – the relevant statement will be included in the personalised case for school for each appellant’.***

NAME took the Kent Test and was assessed as suitable for ‘grammar school’ and was considered for a place however they were allocated a place at a different school which was placed as a higher preference on their SCAF application.

OR

NAME took the Kent Test and was NOT assessed as suitable for ‘grammar school’ and cannot be considered for a place by us at this time, achieving the following scores:

English:                      Maths:                      Reasoning:                      Aggregate:

The Kent County Council paperwork detailing the Kent Test assessment including details of a Headteacher appeal, where applicable, is attached for information.

**For reference a score of 100 represents approximately the 50<sup>th</sup> percentile level of ability, being the national average. The required overall score of 332 and no individual score less than 108 represents students around the 75<sup>th</sup> percentile level of ability, therefore, although the difference between the standardized score and the minimum requirement looks small (8 standardised, not actual marks) this reflects a range in percentage terms of 25%.**

As a grammar school the required score represents the bottom end of the ability range of our school.

**All our students are at the ability level of exceeding the age expectation although some aspects may be at the upper end of the high expected level. We only set by ability in Maths for Years 7 to 9, which means that in all other classes our students are taught in an all-grammar ability environment, with our normal teaching level set to OUR average ability, being around the 85<sup>th</sup>/95<sup>th</sup> percentiles, and confidence can be significantly affected if students are unable to keep up with their peers.**

**Students, who gain any score below 108, if a true reflection of their ability, are likely to be unable to meet the level of work and, equally importantly, the pace of learning expected. They will find the curriculum challenging and may struggle. We have found that with previous successful appeals, where students have scores below minimum requirements, many flourish, however some subsequently have chosen to move to a non-selective school, following any support we have been able to give as the pace and level of a non-selective school suits them better. With those that have flourished the Kent Test was clearly not a true reflection of their ability.**

The continued effects of the CoVid 19 pandemic has highlighted the need for support, other than academic, as being essential to academic performance and whilst support is always given, this is limited due to resources and the practicalities eg where a student falls behind or needs a short intervention on a specific topic, not the whole curriculum.

We are unable to support English as Additional Language (EAL) students, if their English is limited and not of the above average ability required for grammar school, as we do not have, or need, interpreters or EAL support classes.

Where students have Special Education Needs (SEN) we comply with all the legal requirements, however we are unable to support those who are not of the above average ability. We have a small SEN team (5.6 Staff for the whole school of around 1500 students spread over our 3 sites) who cannot offer 1:1 support unless there is additional funding provision to do so.

With funding so limited our SEN resources are already stretched, with support targeted to mentoring the highest needs' students to gain independence and confidence in their own ability to perform in our pressured and academically focused grammar environment.

Whilst we pride ourselves on the Pastoral Care we give, this is again impacted by resourcing issues and our Heads of Year with 1 Senior Tutor for Years 7 to 9, balance their time between teaching and supporting all 600 approx students, in academic, social and behavioural matters on the lower school site. We have the same provision for Years 10 & 11 on the Upper School with the additional pressure of GCSEs for 400 approx students. Our Sixth Form have a 4 member pastoral team, supporting A level pressure; University and career guidance along with academic, social and behavioural matters.

**The governors feel that only students where parents/carers provide evidence that the scores achieved by their child were not reflective of their true ability, due to unforeseen or extenuating circumstances, AND alternative academic evidence of high expected and above expected (or exceeding) level, demonstrates that the student would be able to cope in our academic, highly competitive, and pressured, environment, would benefit fully from joining our School.**

#### School Capacity

As we have not offered up to the PAN of 180 for this year, we will not be presenting a case against oversubscription to the appeal panel. The decision not to offer a place for this applicant is solely due to them not being eligible for consideration of a place having not been assessed as suitable for a grammar school place.