

RMGS Contextual Statement for all Appellants

Overview

The school's argument is one of prejudice. That is - that to admit students who have not been assessed as selective, or to admit more students than 235 even if they have been assessed as selective - would be prejudicial to the education of the other students in the year group and the rest of the school.

Firstly, the curriculum is designed to appropriately challenge students in the top 25% of the ability range. To admit students who have not been assessed as selective would prejudice the efficient use of resources because of the need to adapt the curriculum and/or to provide additional support to cater for students outside the top 25%.

Secondly, capacity. We would love to admit all of those students deemed selective having passed the Medway Test and who name us, but unfortunately, we cannot due to being full to capacity in Year 7 for admission in September 2022. In fact, we are slightly over capacity – over our Published Admission Number or PAN - in every year group from Years 7 to 11. The school may not voluntarily admit students over its PAN – only appeals panels can do this.

Issue of capacity

The issue of capacity is two-fold: firstly, the number of classrooms and space around the school, and secondly the number of students in those classrooms.

There are no spare classrooms as we are using every space in the school. This is one of the reasons that it is simply not possible to admit more than 8 forms of entry. Because we are funded significantly less per student than other schools as a grammar school, we have to teach in classes of up to 30 students. That is not ideal. There are only a couple of instances in Key Stage 4 (GCSE) where we sometimes have fewer than 30 students in a class and that is in the option subjects. We have done this as we want to keep the breadth of curriculum and allow students to follow the widest range of subjects possible keeping languages and the creative arts.

Only clever timetabling tricks, which do have negative consequences*, allow us to fit the required lessons into our 40 general classrooms. **An example is ensuring that there is always enough PE happening (even if that is not ideal – such as having different year groups on at the same time causing issues with changing rooms) to reduce demand for classrooms.*

Specialist accommodation is also an issue. For example, many science lessons already have to be taught in classrooms: 6.8% of the time the demand for labs outstrips availability. 75% of Sixth Form teaching cannot be accommodated in the Sixth Form block – 30% of the lessons in the school are Sixth Form lessons, and there are only 5 classrooms in the Sixth Form block.

There is also pressure on catering spaces, toilets and the general school infrastructure with our current numbers but it would be unmanageable with over 8 forms of entry or with too many students in those 8 forms of entry. In order to cope with the increased number, we have expanded our catering provision by using catering hubs at cost to the school.

Increased PAN from 205 – 235 for September 2018

It is true that the school has got bigger. In response to the Local Authority's request, we agreed to take an 8th form in Year 7 if a new block was built for September 2018. It was not a decision the Governing Body took lightly and it is not without issues for the school. But, on balance, the

desire to serve the local community in terms of meeting demand for mixed grammar school places overrode any other concerns. We have expanded before to meet demand. Back in 2013, the Governing Board of RMGS agreed to increase the PAN from 175 to 205 – an increase from 6 forms of entry to 7. For the academic year, 2021-2022, there were 7 forms of entry in Year 11. We have now lost the “wriggle room” of having the situation where there were 6 and then 7 forms of entry at the upper end of the school for a while. The pressure on the 6th form block and teaching will be felt keenly again this coming September as that extra form continues to make its presence felt.

The new build (2 classrooms and 2 Art rooms) allowed expansion to 8 forms of entry (taking us from a PAN of 205 to 235 students in Year 7) from September 2018. Government guidelines say that 8 forms of entry is optimum for being financially efficient. It is important to realise that the new block is a planned expansion over 5 years for classes of 29 and 30. Even with the four new classrooms, across the school we are still very tight on space and we definitely cannot accommodate over 8 forms of entry for all of the reasons listed above. Taking on any extra students would really mean creating an extra form which we cannot accommodate or staff. The 8th form that we have taken is only just possible because the LA built a new block and we are funded for those 30 students. However, when that group reaches the 6th form, we will need to build extra accommodation as that area of the school will not cope with the extra students as it stands at the moment. The accommodation situation in all parts of the school is extremely tight.

We are sure you will understand the concept of a planned expansion and we can't “fill the space up” all in one go i.e. hypothetically, we could have admitted 10 forms of Year 7s last year, but the year after – this year - we would have to reduce to accepting only 6 forms of Year 7 in order to accommodate all the students. That is clearly not an equitable course of action. Taking more students than we can accommodate is not only an issue in terms of classrooms, but also in terms of funding and staffing. We have budgeted and organised our staffing for this year and as all funding has a lag, the prospect of putting on extra classes for more students is simply neither financially or physically possible.

The other issue of capacity – the number of students in a classroom - feeds into the first.

The Department of Education's Building Bulletin 103 recommends a minimum size of 55m² for a general classroom for up to 30 students in a mainstream school, so for each child over this number an additional 2m² of space is required. Nearly 50% of our general classrooms are smaller than 55m² (19 out of 40) and, in fact, 23% of them have an area below 50m², which under the same guidelines, should only accommodate 27 students.

This means that in half of our classrooms we cannot accommodate more than 30 students, and even accommodating those 30 students leaves no room for additional adults such as Learning Support Assistants who give vital support to our SEND students. The school would like to operate classes of 29 as this allows for the provision of an LSA. It is expected that this member of staff can sit next to the student that they are helping in an unobtrusive and effective way. By standing nearby, it draws attention to the student and does not lend itself to the member of staff providing the child with the support that they are entitled to receive. It can also be very difficult for the teacher to reach the student in need of help if they are sitting in an inaccessible place within the classroom. By adding even more students to the already significantly over capacity of the school is detrimental to the wellbeing of students and prejudices the education of students already at RMGS.

In these smaller rooms, students have to work in cramped conditions, sometimes not facing the board and in some cases, teachers' desks have had to be removed. Some teachers cannot teach in their usual teaching room when there are classes of 31 as the students cannot be

accommodated comfortably; this is to the detriment of students as teachers' resources are not to hand and this can result in resources not being to hand as moving books and equipment between rooms is impracticable and strenuous. There is simply not space for more than 30 computers in rooms meaning that in classes of 31 students have to share.

The Leadership Team and Governors also have concerns about the safety of students if more students were moving between lessons in the main block on the narrow stairs and corridors. It is true that there have always been classes in every room in the main block (the oldest part of the school that houses 16 of the undersized classrooms: 15 of them upstairs: 8 on the first floor and 7 on the second floor), but those have been classes of 29. The addition of extra students means that potentially there are an extra 15-20 students adding to the congestion at lesson change. The more classes of 30 and over, the more difficult it becomes to timetable rooms efficiently, particularly if a student has medical needs and requires timetabling all lessons on the ground floor. There is a finite number of rooms that can accommodate 30 students and as more students are added it is more likely that this dilemma will reach a tipping point. Due to yearly appeals, we are already having to accommodate 30 or 31 students in numerous tutor groups across the school. Adding "just one more student" to already overcrowded classes is detrimental to the education of the existing students in those rooms and poses health and safety risks. The school has already had to put additional supervision in place to mitigate potentially hazardous situations

Grammar schools are funded at a lower rate than other schools, unlike some other schools, we have to teach in classes of 29/30. Only a small number of GCSE classes have fewer than 29/30 students order for us to maintain the breadth of curriculum, along with PE and DT across KS3 who have to have 20 students for health and safety reasons, yet even here we are having to run groups of 22 or 23 in some cases due to extra students in every year group given a place by both In-Round and Casual Appeals Panels. For the same reason, we currently have 238 students in Year 7 instead of 235: 1 x 31, 3 x 30, 4 x 29 and are over PAN in every year group in 8 (242), 9 (238), 10 (244) and 11 (211 instead of 205). There are extra students in every year group as appeals panels – both In-Round and Casual have felt that the school could cope with extra students in all year groups but this is not the case: it causes us a significant problem in all year groups. As mentioned earlier, schools are not allowed to go over PAN; only appeals panels have the power to push a school.

So, in summary we are already very full with selective students. We have tried to meet local demand by taking an additional form in the current Years 7-10 but that planned expansion must have very clear limits on numbers. It is simply neither physically nor financially possible to take any more students in Year 7 or across the rest of the school.

Number of students on role in each year group currently

Group description	Students
Year 07 (PAN 235)	238
Year 08 (PAN 235)	242
Year 09 (PAN 235)	238
Year 10 (PAN 235)	244
Year 11 (PAN 205)	211
Year 12	191
Year 13	174

Year 7

Pe ₄	Dt ₄	Sc ₈	Re ₃	Se ₁	Hy ₄	Gy ₄	Mu ₃	Co ₃	Dr ₂	Sp ₆	En ₇	Ma ₈	Ar ₃
Pe ₄	Dt ₄	Sc ₈	Re ₃	Se ₁	Hy ₄	Gy ₄	Mu ₃	Co ₃	Dr ₂	Sp ₆	En ₇	Ma ₈	Ar ₃
Pe ₄	Dt ₄	Sc ₈	Re ₃	Se ₁	Hy ₄	Gy ₄	Mu ₃	Co ₃	Dr ₂	Fr ₆	En ₇	Ma ₈	Ar ₃
Pe ₄	Dt ₄	Sc ₈	Re ₃	Se ₁	Hy ₄	Gy ₄	Mu ₃	Co ₃	Dr ₂	Fr ₆	En ₇	Ma ₈	Ar ₃
Pe ₄	Dt ₄	Sc ₈	Re ₃	Se ₁	Hy ₄	Gy ₄	Mu ₃	Co ₃	Dr ₂	Fr ₆	En ₇	Ma ₈	Ar ₃
Pe ₄	Dt ₄	Sc ₈	Re ₃	Se ₁	Hy ₄	Gy ₄	Mu ₃	Co ₃	Dr ₂	Gn ₆	En ₇	Ma ₈	Ar ₃
Pe ₄	Dt ₄	Sc ₈	Re ₃	Se ₁	Hy ₄	Gy ₄	Mu ₃	Co ₃	Dr ₂	Gn ₆	En ₇	Ma ₈	Ar ₃
Pe ₄	Dt ₄	Sc ₈	Re ₃	Se ₁	Hy ₄	Gy ₄	Mu ₃	Co ₃	Dr ₂	Gn ₆	En ₇	Ma ₈	Ar ₃

Year 9

Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Gn ₆	Sp ₄
Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Fr ₆	Sp ₄
Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Gn ₆	Fr ₄
Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Gn ₆	Fr ₄
Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Sp ₆	Fr ₄
Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Fr ₆	Gn ₄
Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Fr ₆	Gn ₄
Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Sp ₆	Gn ₄
Pe ₄	Dt ₄	Ar ₂	En ₆	Ma ₇	Bi ₃	Ch ₃	Ph ₃	Re ₂	Se ₂	Hy ₄	Gy ₄	Mu ₂	Co ₃	Dr ₁	Sp ₆	Gn ₄

Year 10

Opt ₆	Opt ₆	Gn ₆	En ₆	El ₃	Re ₁	Se ₁	Bs ₆	Ma ₉	Pe ₄	Bi ₄	Ch ₄	Ph ₄
		Gy ₆	En ₆	El ₃	Re ₁	Se ₁	Fr ₆	Ma ₉	Pe ₄	Bi ₄	Ch ₄	Ph ₄
		Hy ₆	En ₆	El ₃	Re ₁	Se ₁	Gn ₆	Ma ₉	Pe ₄	Bi ₄	Ch ₄	Ph ₄
		Sp ₆	En ₆	El ₃	Re ₁	Se ₁	Hy ₆	Ma ₉	Pe ₄	Bi ₄	Ch ₄	Ph ₄
		Sp ₆					Sp ₆					
		Fr ₆	En ₉	El ₃	Re ₁	Se ₁	Gn ₆	Ma ₉	Pe ₄	Bi ₄	Ch ₄	Ph ₄
		Gy ₆	En ₉	El ₃	Re ₁	Se ₁	Gy ₆	Ma ₉	Pe ₄	Bi ₄	Ch ₄	Ph ₄
		Hy ₆	En ₉	El ₃	Re ₁	Se ₁	Hy ₆	Ma ₉	Pe ₄	Bi ₄	Ch ₄	Ph ₄
		Sp ₆	En ₉	El ₃	Re ₁	Se ₁	Sp ₆	Ma ₉	Pe ₄	Bi ₄	Ch ₄	Ph ₄
							Sp ₆					

End of statement

FAQs for Grammar School Appeals

My child has not been given a place at the school I applied for, what can I do?

You are entitled to appeal the decision to refuse your child a place at any school you named on your common application form. In most cases this will be because the school is full and there were other children who more closely met the school's oversubscription criteria. Alternatively, if you applied for a grammar school and your child did not achieve the entrance criteria a place has been refused as your child does not meet the admission arrangements for the school.

How will my appeal be considered?

Due to the exceptional circumstances regarding the Covid-19 pandemic, the Independent Appeals Panel intends that your appeal will be conducted based on written submissions only. This decision has been made to ensure that all appeals for the school can be heard in a fair and consistent way, considering any national/regional lockdowns/restrictions, and that the appeals process will finish before the start of the usual summer break.

Therefore, your appeal will be considered using the written submission(s) you have made, and you will not be required to attend a meeting. It is important that you send in any information that you feel would support your case as the Panel will not be able to consider evidence if it is not submitted.

To assist with your case, the schools generic defence statement is available on their website setting out the implications of awarding additional spaces through the appeals process.

If you have an equality consideration that prevents you from providing a written statement and you do not have reasonable support to do so, you are to make the school aware at your earliest convenience. Although the Panel would have a duty to consider your reasons, there would need to be clear grounds for them to identify an alternative format for your appeal to be heard.

When will my appeal be considered?

For your appeal to be considered by the 16 June 2022, you must submit your appeal before Wednesday 30 March 2022. Any appeals received after this time, will be considered when reasonably possible.

Once you have submitted your appeal, you will be told by the Clerk to the Appeals Panel when your case will be considered along with your appeal paperwork.

Who will consider my appeal?

Your case will be considered by an Independent Appeal Panel. There are usually 3 people on the panel, at least one member will have experience in education and at least one will be a lay person, they are independent of the school, Trust and Local Authority. They make the decision on whether to uphold or dismiss your appeal. If the Panel upholds your appeal the school must offer your child a place at the school. If the Panel does not uphold your appeal, then the school will not offer your child a place at the school.

There will also be a Clerk in attendance, they are independent of the school and are responsible for the administrative arrangements for the appeal, keep the official note of what is discussed and give independent and impartial advice on the appeals process and admissions law to the Panel Members.

How do I make an appeal?

Your appeal must be made in writing/email and the form and address details are available on the school's website here

<https://www.rainhammark.com/page/?title=Admissions+to+RMGS+September+2022&pid=801>.

The appeal form can be found here

https://www.medway.gov.uk/info/200137/schools_and_learning/1061/applying_for_a_secondary_school_place/6

What else should I do before I make an appeal?

You should also consider accepting any offer of a school place you receive to ensure that your child has a place should your appeal not be successful. Accepting another offer has no bearing on your appeal and the appeals process and does not limit other options available to you.

How do schools allocate places?

When a school receives more applications from parents than it has places available, not every child can be successful in securing a school place.

The school will use its admissions criteria, also known as oversubscription criteria, to decide which children to allocate places to, this sets out the order in which they will allocate places. Before you make an appeal, it will be helpful for you to understand how the school allocated their places, so you can understand why your child did not get a place. You can do this by looking at the school's generic defence on the school's website.

What information does Rainham Mark Grammar School give to the Panel?

Here are some key questions and answers that the Panel would normally ask the school in relation to the school case. This information is given to the Panel. For further information please refer to the school's generic defence statement.

- How many appeals have been successful in previous years and did this result in the school having to exceed its Published Admissions Number?
 - *8 in 2020 - yes*
 - *7 in 2021 - yes*
- How many appeals were lodged in 2020 and 2021?
 - *57 in 2020*
 - *58 in 2021*
- How many appeals were registered by appellants whose children were assessed selective in Medway?
 - *21 in 2020*
 - *38 in 2021*
- How many appeals were registered by appellants whose children were non-selective in Medway?
 - *36 in 2020*
 - *20 in 2021*
- How many appeals were upheld from appellants whose children were assessed selective in Medway?

- 5 in 2020
- 7 in 2021
- How many appeals were upheld from appellants whose children were non-selective in Medway?
 - 2 in 2020
 - 0 in 2021
- How many appeals were **not** upheld from appellants whose children were assessed selective in Medway?
 - 16 in 2020
 - 15 in 2021
- How many appeals were not upheld from appellants whose children were assessed non-selective in Medway?
 - 34 in 2020
 - 14 in 2021
- How many appellants were offered places at your school or academy before the appeal took place?
 - 0 in 2020
 - 2 in 2021
- How many other appeals were withdrawn?
 - 2 in 2020
 - 1 in 2021
- Are there any plans for the school to expand their facilities?
 - *There are no plans for the school to expand their facilities.*
- How do you measure the home/school distance and how do you ensure it is correct?
 - *Distance will be measured by the shortest available safe walking route between home and school as measured by Medway Council's GIS. Those living closer to the school will receive the highest priority. Medway Council's GIS measures the start point, end point and distance of each route.*

What information should I give to the Panel?

It's important that you clearly set out the reasons why your child should have a place at your choice of school. As your appeal will be conducted as a paper-based exercise only and there will be no further opportunity for the Panel to ask you any individual questions in relation to your case.

You can make an appeal because you want your child to attend a particular school over any other, but the stronger your reasons, the better chance you have of your appeal being successful. You should focus on what the school can offer that meets your child's needs. This can include:

- what the school can offer that other schools cannot;
- what the impact will be on your child in not attending the school of your choice.

Every school has a Published Admission Number (PAN). The PAN is the maximum number of students that they will admit to each year group. You may believe that the school could take additional students, if so, you could ask the school to provide you with information to help you make your case.

You can also appeal if you believe that the admission authority did not apply their admission arrangements properly and if they had applied them properly, they would have offered your child a place at the school. You should explain why you believe this is the case and refer to the part of the admission arrangements that you believe has not been applied properly.

If your child did not meet the required standard in the Medway Test, and you requested for a Medway Review process to take place, then the Panel must only consider, whether the Review was carried out in a **fair, consistent and objective way**. If the Panel is not presented with such evidence, then the appeal would not be successful at this stage.

Where a Panel found evidence that the Medway Review was not carried out under one of those criteria, or if you did not request a Medway Review, the Panel would consider whether there is sufficient evidence that the child is of grammar school ability. To support your appeal, you could include school reports/assessments and references from your child's current school that show your child is of grammar school ability. School work cannot be submitted.

In addition, you may wish to incorporate answers to some of the following questions that Panel Members would usually ask when relevant. Remember, there will be no further opportunity for the Panel to ask you any individual questions in relation to your case.

- The scores they attained in the Medway test were some way below that of children assessed as suitable for admission to the school. If they were to be offered a place, can you tell the Panel how they would cope working with children who may/will be of greater ability and probably working at a much faster pace?
- Did they have any additional tuition to help them with the tests?
- What support did the school provide in preparation for the tests?
- Please explain why you think your child did not meet the required standard in the paper where they scored lower than the required level.
- If you mention a health issue in your appeal, please explain how this affected their education at primary school? Please include a clear chronology of events with dates if possible.
- If English is an additional language? You may wish to address this in your appeal, particularly if it is not the language spoken at home.

If the Panel finds sufficient evidence that the child is of grammar school ability, it will move on to the second stage of the appeal to consider and balance the prejudice to both the school and the appellant based upon the school's defence statement. You may therefore wish to also incorporate answers to the following questions in your submission (**see below**).

For all appellants. You may wish to incorporate answers to some of the following questions that Panel Members would usually ask when relevant. Remember, there will be no further opportunity for the Panel to ask you any individual questions in relation to your case.

- Have you visited the school?
- What did you like about the school?
- When you looked round other schools what was it about **this** school that makes you believe it's the right/only school for your child?

- What can the school you want provide for your child that the offered school cannot?
- How will you get your child to the school allocated?
- What's the journey like to the school allocated?
- Are there any health/equality act issues raised in the case?
- What are the problems you will face if he/she does not get a place at the school?
- What support do you have locally?

Is there anything that the Panel will not accept?

Yes. Examples of school work your child may have undertaken will not be accepted as the Panel will not be able to make a proper judgement about its quality. The members would have nothing to measure it against and would not know the depth of the work submitted. Also, they would not know whether the work had been carried out unaided.

Where do I send my appeal?

You must submit your appeal directly to the school in the first instance either by email or post. Your appeal form **must not** be sent to your Local Authority.

Can I submit additional evidence after the deadline submitting my appeal?

It is suggested that you provide all of your information at the time of appealing, however if you cannot send all the information and supporting evidence you want to at the time you submit your appeal, it's important you send it at your earliest convenience.

You will be supplied with a copy of all of your case papers at least 10 calendar days in advance of the date when the Panel will meet to decide your appeal. At this time, you will be issued with all documents relating to your appeal, including the individual statement as to why a place was not offered to your child. Within the first 5 calendar days of these papers being issued to you, you will have an opportunity to add any further information. After that time no further addition information can be received as the Panel would require sufficient time to consider your case.

All paperwork will be issued to you electronically via Microsoft Teams and further instructions will be issued to you nearer the time.

What happens at an appeal hearing?

For all appeals, the Panel must decide if the school's admission arrangements were correctly and impartially applied in the individual's case and decides whether "prejudice" would arise were the child to be admitted.

If the child was not offered a place at the school on the grounds of their Medway Test, then Panel Members must consider the child's academic attainment. If they do not find the adequate academic evidence, the appeal is not successful, and the Panel is not required to move to the second stage.

If a Medway Review was submitted, the Panel would only consider if the Review was carried out in a fair, consistent and objective way. The Panel would only move to the second stage if it found evidence that the Review was not carried out under one of those criteria. The second stage is for where;

- the child met the required standard in the Medway Test but was not offered a place because there were other children who more closely met the school's admissions criteria
- or
- the Panel found sufficient evidence of grammar ability in the children who had not met the required standard in the test.

At the second stage, the Panel will consider and balance the prejudice to both the school and the appellant based upon the school's defence statement.

Decision Making

The Panel will then discuss and make a decision to either uphold or dismiss your appeal. It will weigh up your case for wanting your child to attend the school against the school's arguments for not being able to admit another child. The Panel will uphold your appeal if it finds that the negative impact on your child of not attending your preferred school outweighs the case put forward by the school's case as to why it cannot admit any more pupils.

When will I be told if my appeal has been successful?

You will receive notice of the outcome electronically via Microsoft Teams.

The Clerk will normally provide this link to you within 7 calendar days to notify you of the Panel's decision. If the Panel is hearing a large number of appeals, this will be 7 calendar days after the last appeal is considered.

The decision of the Appeal Panel is binding and only the courts, by way of a judicial review, can overturn a decision.

If the Panel upholds your appeal the School must admit your child.

If the Panel does not uphold your appeal you still have a number of options you may wish to consider.

If the panel does not uphold my appeal what else can I do?

You may wish to put your child's name on the school's waiting list (if you have not already done so), even where you have accepted a place at another school. Schools must operate a waiting list for at least the first term of each school year of admission (until 31 December) Children who are on the waiting list are ranked by how closely they match the school's oversubscription criteria, not how long they've been on the list.

It's your responsibility to secure suitable education for your child and you may want to seek an alternative school place. If your child is without a school place, contact your Local Authorities Admissions Team depending on where you are located, who will be able to advise and inform you of other available places in the area.

Selection Process: a recap for parents/carers

1. Medway administers test in September and deals with offers.
2. Top 23% decided by test leaving 2% of places given via Headteacher Reviews in October totalling top 25%.
3. Medway allocates places – released to parents on 1 March.
4. Right to In-Round Appeals – parents/carers must put in for an appeal by 30 March. Parents can only appeal to a school if they named it on the application form. Parents/carers must ask to go on a school waiting list by 30 March. Non-selective students cannot go on our waiting list.
5. Appeals board can admit any number of students on appeal to RMGS.
6. Medway holds a waiting list for Year 7 only until 31 December. If someone drops out, Medway Admissions contact the first on the waiting list so that the school's PAN remains at 235 from 30 March. Reasons why there is movement on the 235 list is due to students accepting a place at another school, moving out of area, appeal at another school is successful or a late application where an applicant is further up on the admissions criteria.
7. In-Round Appeals and waiting list: advice from Medway is to appeal and be on waiting list. Other applicants may well accept a place at a different school in May when In-Round Appeals are happening so that may mean the first person on our waiting list moves up before or during appeals. Once appeals have happened we will always be over PAN so no movement on the waiting list. Medway will alert us if a place has become available.
8. Medway Council does not operate any “late” Medway Test testing. The next opportunity to be tested is from January 2023 when the main round admissions process ends and the in-year admissions process begins. If a student has moved into the area and missed the Medway Test, we cannot test them until after 31 December 2022. We can test them in Year 8 and above as a casual admission if they have never sat the Medway Test.

Year 7 Admission Process

1. Supplementary Information Forms (SIF) received are sent to Admissions at Medway Council to determine eligibility after deadline date (31 October). Confirmation received back from Medway who is in receipt of Free School Meals (FSM). It is our policy that late SIF forms will not be accepted i.e. after 31 October.
2. Students who have submitted a medical reason on their application with evidence is received from Medway Admissions and a meeting is held in January to ascertain a decision. In attendance is: Deputy Head i/c admissions, Inclusions Manager, PA to Headteacher and Admissions Clerk. A report is recorded with decisions made.
3. School receives Ranking List on the first day of Term 3 and the deadline for each student to be individually ranked was 13 January 2022 this year. Ranking took place with Deputy Headteacher, Inclusion Manager, PA to Headteacher and Admissions Clerk before deadline by following oversubscription criteria.
4. Places will be offered first to any selective child with an Education Health Care Plan (EHCP) of special educational need where Rainham Mark Grammar School is named.

Oversubscription criteria for September 2022

If the number of RMGS preferences for the school exceeds the number of places available at the school, places will be allocated in the following priority order:

- (i) Children in Public Care, as defined in the Medway Coordinated Admissions Scheme to include children who are adopted and were previously looked after. Internationally Adopted Children - A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear [to the school who is the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
- (ii) Children who are designated as receiving 'Free School Meals' on the qualifying date of 31 October 2022. Applicants under this criterion must complete a Supplementary Information Form so that checks can be made to determine eligibility.
- (iii) Children who at the time of application have a brother or sister (including children living as siblings in the same family unit) on the roll of the school at the time of the sibling's admission.
- (iv) Child's health reasons, supported by medical evidence, which requires the child to attend this school.
- (v) Children who at the time of application have a parent who is a member of staff at the school (where the member of staff has been employed for three years or more on a continuous basis at the time at which the application is made and/or where the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage).
- (vi) Nearest of children's home.