



A Guide to Admissions



Aims & Ethos

A St John's education is about the whole child and our aim as a school is to foster the aptitudes and nurture the growth of each child.

We aim to instil a lifelong love of learning through a rich and broad curriculum.

We encourage children to become independent, creative and critical learners who aim for standards of excellence in all that they do. We encourage them to become their best selves in the fullest sense.

We believe that emotional and social well-being, self-esteem and confidence are inextricably linked with academic progress and we aim to teach children resilience in a fast-changing world.

We believe that respect for children, faith in children and an ability to see the world through their eyes should inform our teaching and our care.

We aim for the children at St John's to have a generosity of spirit and empathy and to understand the importance of the values of love, kindness, justice, tolerance, respect, honesty, service and trust.

In all that we do, our aim is to work closely with parents, guardians and the children themselves.



Equal Opportunities Policy

The school considers itself a community in which each individual's needs should be recognised and each of its members' talents and aptitudes should be fostered. It is as a living and caring community that the school is committed to a policy of equal opportunities for children, parents and staff.

The school will not discriminate against anyone on grounds of their racial or ethnic origin, culture, health conditions, circumstances relating to home life, gender, sexual orientation, religious beliefs or, where practicable, disabilities.

This policy extends to the school's recruitment and admissions procedures.

This policy should be read in conjunction with the school's [Behaviour Policy](#), [Disability Policy](#), [Accessibility Planning Policy](#), [Anti-Bullying Policy](#), and [Cyberbullying Policy](#)

The school welcomes its duty not to be discriminatory in its practices under the Equality Act 2010.

As set out in the school's Ethos and Aims, Disability, Individual Needs and Pastoral Care policies, the care for each child is central to the school's aims and provision.

Furthermore, the school understands the contribution that education can make in encouraging positive and questioning attitudes toward Equal Opportunities in the context of the wider community and recognises that:

- Developing understanding of the views and rights of groups to which we do not ourselves belong is an important part of learning to live in society.
- The school's curriculum is enhanced by children learning to understand and respect differences of gender, race, religion, culture, age, sexual orientation, ability and disability and social disadvantage.

The school undertakes, therefore:

- To promote the self-esteem and to foster the social and emotional growth of each child throughout school life and in particular through the school's pastoral system and E4L and PSE curriculum.
- To endeavour to ensure that both boys and girls have full entitlement to a broad and balanced programme and opportunities.
- To provide, through the behaviour of the staff, towards each other and towards children, an example that will encourage children to grow up conscious of the importance of equal opportunities and respect for others.
- To respect the cultural and ethnic diversity of children, parents and staff, welcoming the enrichment of the environment which this brings, and to foster positive attitudes towards our multi-cultural society.
- To recognise and value differing religious belief systems within the teaching of religious studies, and to make staff and pupils aware of relevant religious festivals and of any implications they may have for certain pupils.
- To make use of opportunities within the life of the school to increase religious awareness and tolerance and to forge links with the wider community to promote an understanding of and respect for others.

As set out in the Disability policy, the school will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability, although it needs to be recognised that the physical layout of the site and buildings may restrict the movement of individuals with particular difficulties with mobility.

The school recognises the value to children of having male and female rôle models. However, vacant posts are always filled by the best applicant, irrespective of gender.

The continuing development of our community and of the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we trust that all parents will wish to give their full support to the school in this vital aspect of its life.

The Headmaster is responsible for ensuring that this policy is followed. Any child, parent or member of staff who considers that there has been a breach of this policy should inform the Headmaster who will investigate the matter and take action, as appropriate.

Admission to St John's College School

The Admissions Process

The main points of admission to St John's for day pupils are at 4+ into the Kindergarten (up to 40 children) and at 7+ into the 1st Form (up to 16 children). Admission at other ages is dependent upon the availability of places. Admission to Boarders aged 8 and above is dependent upon a place being available in the day school. Admission to Choristers (aged 8+ when they join the school) is by a Voice Trial.

Entry to the school at the 4+ stage is by registration and parental interview. There is no formal assessment of children at this stage other than to ensure that a child is ready for a school environment. Two-thirds of the school's intake is thus non-selective. At 7+, the intake is selective only in so far as we seek to ensure that a child will cope with the demands of our strong academic curriculum and, as such, seek to answer the question 'will this child be happy here?' Overall, then, the pupil population is of mixed ability though by the time the children leave the average attainment on standardised tests is well above the 80th percentile nationally.

Having registered your application for a place for your child, you will thereafter be kept fully informed, by the Registrar, of the progress of the admissions process. We do our best to avoid creating large waiting lists and to give you the earliest possible indication of whether a place will be available. We understand that in a matter as important as the education of one's child, the admissions process can be an anxious one and we endeavour to reduce this anxiety wherever possible.

The school considers itself a community in which each individual's needs should be recognised and each of its members' talents and aptitudes should be fostered. It is as a living and caring community that the school is committed to a policy of equal opportunities for children, parents and staff. The school will not discriminate against anyone on grounds of their racial or ethnic origin, culture, health conditions, circumstances relating to home life, gender, sexual orientation, religious beliefs or, where practicable, disabilities.

Our Prospectus

Instead of issuing a formal prospectus, we prefer to send you this detailed information pack which provides as full as possible a picture of the life of the school. This contains school publications, this Guide to Admissions and a registration form. Please do also consult our website for access to our 'Provision of Information' guide, which includes links to policies and other useful information and our guide to School Routines for information about to day to day practical arrangements.

Booking a Tour

In addition to Open Days, we offer you time to visit the school and get to know us, as we are, during the normal school day. Indeed, the Registrar will arrange for you to spend a good deal of time at the school, touring each of the school's sites (usually with children) and meeting with herself, the Headmaster and/or the Head of the Junior Department as appropriate. You are most welcome to bring your children but you need not imagine that the school will be 'interviewing' them or otherwise assessing them at this time. The purpose of the visit is simply that we should meet and get to know each other in a relaxed setting, and that you should have an opportunity to see the school in action, experience its atmosphere, discuss its educational approach and ask any questions before deciding whether to proceed with registration.

Please contact the Registrar to arrange your tour (admissions@sjcs.co.uk or 01223 353652).

Admission to Kindergarten at 4+

Firstly and most importantly, please be assured that we will be as caring as possible in our approach to you and to your child as we go through the admissions process together. What matters to us is that St John's will be right for you and for your child and our admissions process is designed to help us all reach the right decisions without creating anxiety.

You can be assured that we do not keep pointlessly long waiting lists and will only accept a registration if there is a reasonable possibility of a place. If there is such a possibility when you contact us, we will arrange for you to visit us.

So that you can see us truly as we are, you will be given a tour of each part of the school by the children, and will be most welcome to wander into lessons and talk to children and staff. You should get a real feel for the normal daily life of the school. You will spend time with the Headmaster and/or with the Head of the Junior Department, discussing your child, your and our educational hopes and aims, and getting answers to any questions you may have. By the time you leave, you should have a real sense of whether the distinctive education St John's provides is right for you and for your child.

If we all feel that it is right to move forward, we need to reach a view, in so far as we can, of how happily your child will cope with the challenges of a school with a rich curriculum. We do not give children interviews or tests at such an early age but we do like to visit them in their nursery and/or invite them to spend some time with us at school to get to know them as individuals. We are very careful to ensure that little children are happy when they come to see us but it can be less stressful for them and for you if we drop in to observe them in a setting that is familiar to them.

This will take place in time to allow us to conclude the admissions process before Half Term in the Michaelmas Term prior to entry to the school. When it comes to offering places, we give priority to the brothers and sisters of children already in the school and the number of places available to non-siblings will therefore vary from year to year. The number of brothers or sisters we take will also determine the number of places left for girls and boys as we aim to have an equal mix of girls and boys within our maximum of 40 places. If we can only offer a waiting list place at this stage, we keep very much in touch with parents as circumstances change.

Registering for a place

Registrations may be accepted at any time from birth onwards. Upon payment of the registration fee and completion of the appropriate documentation, a child will be registered on our list of possible entrants. However, it is important to understand that the acceptance of a registration form does not constitute the formal offer of a place.

If you wish to visit the school when your child is still very young, to decide whether to register, we are happy to arrange this but a visit should also be made when we will all be better placed to discuss things.

If you have registered for a Kindergarten place you will be asked to confirm your continued interest in a place at the beginning of the academic year in which your child is three. You will also be asked to complete a brief questionnaire both to give us the contact details of any nursery or playgroup which your child will be attending and to help us to identify any matters which it may be helpful to discuss when we meet.

Arrangements will be made for you to visit, to tour the school with some of our children and to meet with the Head and/or the Head of the Junior Department. The majority of such meetings should have been completed by the end of the academic year in which your child is three years old.

Later Registrations

We continue to accept registrations while there remains some hope, however small, that a place may eventually be forthcoming. The procedure followed in such cases is as outlined above and it is not uncommon for us to be able to offer a place to a child registered quite late in the day.

Offers to Siblings

Priority is automatically given to siblings and places are likewise offered automatically unless there is some concern which requires us to discuss things further. We aim to have our lists of siblings clear one year in advance of the September of entry.

Offers to Non-Siblings

The main factor in determining our non-sibling offers is the number of places remaining once sibling offers have been made (in some years, up to half of our places are taken by siblings). Only at this point are we in a position to know how many of our 40 places will remain, approximately how many of these will be for boys or for girls and what issues of learning support, if any, might be involved. We should be in a position to make our initial offers to non-siblings in the course of the Michaelmas term preceding the September of entry.

While it is regrettable, it is an inevitable consequence of our considerations of siblings and of gender balance in particular, that we are unlikely to be able to offer places to all those non-sibling children whose parents have followed the registration procedure. It is not our intention to create such difficulties and we do our best to keep parents informed of the progress of their registration.

Parents of children to whom we are not able initially to offer places will be informed of this. However, experience shows that the circumstances of families can change and we almost always find ourselves able to make further offers of places during or after the end of the Michaelmas term preceding entry. Parents who are able to wait may therefore find that a place becomes available quite late in the day, for one reason or another.

Getting to know the children

As part of our effort to get a full picture of a child, we assume that you will be happy for us to visit your child in his or her current nursery or playgroup should we feel that this would be helpful. We cannot do this in all cases but, where we can, we find that it gives us a much better feel for the child than we are likely to gain when they come to see us for a brief visit later on in the proceedings. Such visits may take place before or after a firm offer of a place has been made. In any case, we invite all children and parents to whom offers have been made to an afternoon at the school, both in the Lent term preceding entry and again in the Summer term, by which time we will have allocated them to their particular Kindergarten class.

Academic Assessments

We assess all children whose parents wish to register them for a 7+ place. Admission at 7+ is via a morning of assessment which takes places on a Saturday early in the Lent term prior to the September of entry to the school. Before this, we do like parents to have had a chance to see the school, to get a real sense of our unique approach to education through tours and discussions, to ensure that this is the right school for them and for their child. A report is requested from the child's current school to help us to understand a child's background in making our own assessment.

The Assessment Morning

The assessment morning is designed to be as much like a normal morning at school as possible. Children are divided into small groups and are in the pastoral care of one teacher throughout the morning. In the course of the morning they will have Maths, English, Drama & Music, Art and PE, all of which are specialist taught and are observed by at least two teachers.

All in all, the children are never left without support and we help them over any difficulty. They should very much have enjoyed their time with us and while this is a valuable aim in itself, it also allows us to observe them in circumstances where they feel they can be themselves. They should come bouncing out to meet their parents, carrying whatever it is they have made in their Art session, happy that they have been looked after. The anxiety of the occasion will most probably have been felt much more by parents than by their children!

In the English and Maths papers, while we note what children have achieved, we also look very much for potential. Drama/Music, Art and PE are all assessed, as is a child's reading age. Where a learning difficulty has been reported prior to the assessment, or where a possible learning difficulty becomes apparent during assessment, our Individual Needs specialists produce notes as appropriate.

Fees and Bursaries

Schedule of Fees

You will find the schedule of Fees for the current academic year enclosed (please see insert).

Day and Boarding Places

Financial assistance towards the payment of fees is available in cases of proven financial need and is not dependent on academic performance (other than to satisfy the school's academic entry requirements). Bursaries, which may be up to 100% of fees, are awarded to pupils (from age 7+) who, it is believed, will gain most from a St John's education and will contribute fully to the life of the School.

Decisions regarding bursary assistance are made by the Governors' Bursaries Committee, advised by the Headmaster and Bursar. The Committee will consider each application, following an informal interview and scrutiny of the family's financial circumstances which includes verifying the capital and current income available to meet fees. Awards are subject to annual means testing to allow for adjustment to reflect changed circumstances.

Choristerships

Choristers receive bursaries of between 66% and 100% of fees so that no child is prevented by financial reasons from taking up a choristership.

Parents of current or prospective pupils are most welcome to have an informal discussion about bursaries. Please contact the Bursar directly in complete confidence (bursary@sjcs.co.uk or 01223 353532).

Boarding Options

Admission to the Boarding House

Children aged 8 and above are admitted to the Boarding House. Admission to the Boarding House depends on there being a place available within the day school and as this is not often the case, the majority of boarders (with the exception of the Choristers) are children who convert from day schooling at St John's. Although the majority of boarders at St John's are full boarders, the school is able to offer boarding options that can be tailored to meet the needs of families and pupils. With all boarding options, priority is given to children wishing to board for four or more nights per week. Parents who are not resident in the UK and wish their child to begin boarding are kindly referred to the school's Guardianship Policy and Guardianship Form¹ which must be completed prior to joining the Boarding House. All boarding fees are reviewed annually and published at the end of the Lent term on the St John's College School Scale of Fees letter.

Admission of current day pupils to the Boarding House is organised by the Housemaster. Admission of boarders new to the school is managed by the Registrar.

Full Boarding

Full boarding runs from Sunday to Friday night (inclusive should a boarder need to stay over to attend Saturday morning coaching). Full boarding is charged on a termly basis in advance and withdrawal from full boarding requires one term's written notice.

Flexi-boarding

Flexi-boarding enables pupils to board regularly for one night per week or more (consecutive nights are preferred). Flexi-boarding allows a boarder to pursue regular out of school activities that end late (sporting or musical, for example) but guarantees a bed place throughout the term. Flexi-boarding is an excellent stepping stone to full boarding, either here at St John's or at Senior School level.

Parents are able to book flexi-boarding on a termly basis, as long as there are free spaces in the boarding house. Flexi-boarding is charged for either two-night weekly or three-night weekly stays. Full boarding has

¹ www.sjcs.co.uk/policies

priority over flexi-boarding; if a flexi-boarding bed will not be available for the following term, the school will give 28 days' notice to that effect.

Temporary Weekly Boarding

Temporary Weekly Boarding is useful for pupils who are considering becoming full boarders and would like to try it out, briefly, or for families who have a planned event/holiday and would like their children to be cared for in the boarding house for a week.

Temporary Weekly Boarding runs from a Sunday evening through to 4.10pm on a Friday (or Saturday morning should a border wish to attend Saturday morning coaching). The availability of Temporary Weekly Boarding depends upon the number of free beds available at any given time.

Temporary Daily Boarding

Temporary Daily Boarding allows parents to book a single night stay for their children in advance. Availability, again, depends on there being free beds in the Boarding House.

Sleepovers and Emergency Boarding

Sleepovers are an opportunity for our current boarders to invite friends to stay, just as they would do when they are at home.

The boarding house will always offer emergency overnight boarding for pupils; when the unforeseen occurs, then pupils are welcome to stay the night and we are very happy to look after them and welcome them into our community. There is no charge for either sleepovers or for emergency boarding.

If you would like to know more about any of the boarding options detailed above, please contact the Housemaster.

Further information about Boarding is available in the Boarders' Handbook².

Becoming a Chorister

Admission to the St John's College Choir and to St John's College School takes place annually in September. Numbers vary according to the number of boys departing the choir, but the maximum places in any one year is unlikely to be more than 5.

The College Director of Music is very willing to hear boys aged 6+ informally, prior to the formal voice trials which take place twice each year, to offer parents an indication of their child's prospects and advice about any preparations that might be appropriate. Children are not admitted under the age of 8 and it is rare that a child will be admitted over the age of 10 at the time of entry.

The formal Voice Trial takes the form of an audition, in which the children are given oral/aural tests, perform a prepared vocal piece of the candidate's choosing and play any instrument they may have studied. The audition is informal and relaxed in atmosphere. A singing coach is in attendance and at least part of the audition may take the form of a lesson rather than a formal test. The Headmaster is also in attendance to ensure that the children are comfortable with the process.

In addition to the musical aspect of the Voice Trial, the children are assessed academically to ensure that they will cope happily with the demands of a curriculum that leads to Common Entrance or Public School Scholarship examinations.

If successful, a Chorister Bursary of two-thirds of the boarding fee (all Probationers and Choristers are boarders at the College School) will be offered by the College, in addition to which the College funds the cost of individual singing lessons and tuition on one musical instrument. It is the College's intention that no child should be prevented from taking up a Choristership as a consequence of financial difficulty.

Further details of the Voice Trials are available from the Registrar.

Further information about Choristership and Probationership is available in the Chorister and Probationer Handbook³.

² www.sjcs.co.uk/boarding-options

³ www.sjcs.co.uk/becoming-a-chorister

Provision of Information

The School is required to provide you with the following information:

- the school's address and telephone number and the name of the head teacher;
- where there is a governing body, the name and address for correspondence of its Chair; and
- a statement of the school's ethos (including any religious ethos) and aims.

The above information is contained within this Admissions Information Pack (pages 3, 4 and 14) and is also available on the School's website; please see: <https://www.sjcs.co.uk/contact-us>, <https://www.sjcs.co.uk/provision-information>, (link to [Ethos and Aims](#)).

The School is required to make available the following policies and documentation:

- school's policy on and arrangements for admissions, misbehaviour and exclusions;
- educational and welfare provision for pupils with statements and pupils for whom English is an additional language;
- curriculum policy;
- policy to promote good behaviour and set out sanctions;
- anti-bullying strategy, health and safety policy, first aid policy;
- academic performance during the preceding school year, including the results of any public examinations;
- complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year;
- a copy of the report of any inspections of the school or boarding provision; and
- the school's safeguarding and child protection policy.

All of the above items are available to download from the School's website (<https://www.sjcs.co.uk/provision-information>). Please contact the Registrar (admissions@sjcs.co.uk or 01223 353652) if you would like to receive printed copies of any of these documents. Alternatively, printed copies can be viewed in School at reception. In addition you will also find the following available on our website:

Introduction

Future Schooling
Governors of the School
The Setting and Facilities
The Staff
Kindergarten
Terms and Conditions

Good Schools Guide

Good Schools Guide Review

Teaching and Learning

Assessment for Learning Policy
Curriculum Plan
Curriculum Summaries
Kindergarten Curriculum and Supervision
More Able Children Policy
SMSC and British Values Policy
Teaching and Learning Guidance
Teaching Arrangements

Communication

Communication
Reporting

Information

Acceptable Use Policy
Accessibility Policy
Accessibility Plan April 2015 – March 2018
Arrangements when parents are divorced or separated
Disability Policy
Digital Devices Guidelines for Parents
Equal Opportunities Policy
Food & Catering Policy
Privacy Notice
School Routines
Subject Access Request Form
Subject Access Request Policy
Taking, Storing and Using Images of Children Policy
Uniform Lists: Day and Boarding
Visiting Speakers Policy

Care & Behaviour

Code of Conduct for Staff
Intimate Care Policy
Pastoral Care
Physical Restraint and Use of Reasonable Force
Safer Recruitment Policy
Searching & Confiscation Policy
Use of Mobile Phones Policy
Whistleblowing Policy

Boarding & Choristers

Boarders' Handbook

Choristers' Handbook

Guardianship for Boarders from EEA/Switzerland

Guardianship Policy for Overseas Boarders

Health & Safety

CCTV Policy

Risk Assessments †

School Trips Policy

Sun Protection Policy

† These documents are available in hardcopy only

Contact Information

St John's College School
63-75 Grange Road, Cambridge CB3 9AA
Tel 01223 353 532 - Fax 01223 355 846
www.sjcs.co.uk

Founded by and the Property of

St John's College
Cambridge CB2 1TP
Tel 01223 338600
www.joh.cam.ac.uk

Headmaster

Mr Neil Chippington

Chair of the Governors

Professor Ann Louise Kinmonth
St John's College
Cambridge CB2 1TP
Tel 01223 338600
www.joh.cam.ac.uk

St John's College School is part of St John's College, Cambridge, registered charity no. 1137428

Registrar

Mrs Mary Robb
75 Grange Road
Cambridge CB3 9AA
Tel 01223 353652
Fax 01223 355846
admissions@sjcs.co.uk

Senior House Reception

Ms Catherine Jones
73 Grange Road
Cambridge CB3 9AB
Tel 01223 353532
Fax 01223 315535
shoffice@sjcs.co.uk

Byron House Reception

Mrs Charlotte Dyer
63 Grange Road
Cambridge CB3 9AA
Tel 01223 353817
Fax 01223 302975
bhoffice@sjcs.co.uk

School Nurse

Tel 01223 272752

Boarding House

Tel 01223 327007

Saturday matches and coaching information

Tel 01223 272775