

## **A Policy and Procedure for Admissions**

### **Our Aims and our Values**

Our aim is to enable every child to develop their love of learning, academic potential and individual talents in a caring community which embraces The Feltonfleet Way, and which values above all else personal **responsibility, respect, and honesty**, and which recognises that **happy** individuals flourish.

We aim to encourage all members of the community to aspire as follows;

### **Honesty**

- Honest about what they will say and do
- Honest with themselves and in their relationships with each other
- Honest about their learning performance

### **Responsibility**

- Responsible for their own actions and those which affect others
- Responsible for their own learning and the learning environment
- Responsible for looking after their own belongings and those that belong to other people

### **Respect**

- Respect themselves, each other, and the learning environment
- Respect the right of others to hold different or opposing beliefs and views
- Respect, understand, and celebrate that we are all different

### **Happiness**

- Be friendly, caring, and welcoming to everyone
- Develop a self-confidence that appreciates the relationships we create with the people and world around us
- Learn lessons that will help them understand what helps a life to be happy and healthy

*Where individuals really matter*

## **Admissions Policy**

Feltonfleet does not seek to be an academic hothouse, and provides an education for a broad range of abilities and talents. Places are normally offered in Calvi Nursery on the basis of order of registration.

All children entering Feltonfleet from Reception onwards are required to provide clear evidence of academic and social faculties which, in our opinion, would normally ensure they can meet the needs of most senior school entry requirements at 13+. This is done through informal assessment and reports received.

Where a waiting list exists preference will be given to current siblings though the normal academic and social requirements would need to be met and the view taken that the child would flourish at Common Entrance.

Children entering Feltonfleet through Calvi will be expected to transfer to the main school at the end of Year 2 subject to ongoing satisfactory performance.

The School does not specialise in learning support, but it can provide individual tuition for minor learning difficulties. The cost of this personal attention is met by the child's parents. All children with pre-identified specific needs will be subject to careful assessment prior to a place being offered, with advice being sought from other professionals. This is to ensure that suitable education provision can be provided through the School's available teaching resources.

In certain circumstances every possible effort would be made to find a place in a full year group on grounds of social need.

In the broadest terms, assessment at 7+ for entry into Year 3 and above will take place either on an allotted "assessment and discovery day", or where appropriate on the next most convenient occasion. The admissions assessment will focus on:

- Assessments in literacy and numeracy, based on the relevant key stage
- Transfer reports and the most recent report from the present school
- Observation of individual and group activity in the company of other candidates, and where appropriate with existing Feltonfleet children
- Out of class interests and talents
- Where the child is entering in Year 5 and above, evidence of abilities, experiences and standards in wider subject areas (which will vary according to the child's previous school experience and opportunity)
- An informal interview with the Headmaster, Deputy Head, or another senior member of staff
- Level of support likely to be given by the child's parents

The School will not assess any child where the parents have not paid the registration fee in full beforehand. The terms and conditions for entry and withdrawal of a pupil are detailed on the registration form.

The Headmaster reserves the right, at his discretion and in accordance with the school behaviour policy, to exclude any pupil for serious or persistent misconduct.

### **Related procedures**

Where registrations are the first contact from a family, we shall insist on a meeting of the parents with the Headmaster and the Assistant Head (Lower School) before that place is confirmed.

Feltonfleet seeks to recruit children who will stay with us until 13+. When deemed appropriate, we will do everything possible to prepare a child for 11+ exams.

Where, after careful and sensitive assessment of the individual considered appropriate for the child at any given age of entry to the School, the Headmaster may decide that a place may not be available; or for existing pupils that progression through the School is inadvisable and likely to be to the detriment of the child and/or make demands of the School's teaching resources that cannot be sustained. This includes transfer from Year 2 to Year 3. The assessment procedures will be reviewed annually, and are outlined in this document.

There will be on-going review of the complex issue of the sometimes divisive first come served waiting list, and holding others on the so called reserve list (often very good families with able children who by dint of finding out about us later than others miss out on the main list). To ensure appropriate gender balance we will maintain two lists, one for girls and one for boys, for entry into Calvi.

When ever possible a space will be found for the children of newly appointed colleagues. Where circumstances allow, the Assistant Head (Lower School) may make it possible for a class in Calvi to exceed the normal total size to accommodate a colleague's child.

Transfer from Calvi to the main school is subject to on-going satisfactory performance, and is not dependent on the Year 2 assessment taken in November.

The Headmaster will nearly always find a place for a sibling, though the normal academic and social requirements would need to be met and the view taken that the child would flourish at CE.

In certain circumstances every possible effort would be made to find a place in a full year group on social need grounds.

The HM and Sue Ward will emphasise that a requirement of entrance into Calvi is a commitment from the parents to see their child through Calvi and on into the main School. It is an all through package.

The School asks for every possible support, encouragement and co-operation from parents at home in endeavouring to ensure that the child has acquired the social and personal skills, and alongside that the emotional control and adjustment, to enable him or her to adapt to and manage the routines, requirements and social interactions of Feltonfleet life. This will be stressed on the occasion of the first meeting of prospective parents with the Assistant Head (Lower School) and Philip Ward, the Headmaster, and re-emphasised regularly thereafter. The notion that a child's effective and normal passage and development through the School is very dependant upon the quality of support given by the home and the on-going, positive and appropriate encouragement offered once the child is with us, is to be keenly stressed.

### **Initial interest, and Enquiries**

**Initial interest** is likely to arise through a number of means:

- Word of mouth and recommendations (existing and past parents, employees, governors, advocates, pre-preps and primary schools, senior schools etc)
- Reputation (e.g. media coverage)
- Reputable educational journals (eg Good Schools Guide)
- Advertising for Scholarships and Open Days
- Passing trade (School signs, and banners)
- Web site
- Prospectus, and other flyers
- Other marketing activities (e.g. target mailing)
- Estate agents and other commercial trades with interests in schools

Establishing how, why and when the initial interest emerged should form an important part of our marketing analysis and over a period of time enable us to target our resources and future marketing strategy.

The question "how did you first hear about Feltonfleet?" should be asked and recorded on a brief information form about the family/child at the time of the first visit or enquiry. This information will then be recorded on the management information system. Every effort should be made to establish the following at the earliest possible point during the initial contact:

- Family surname/parents names
- Child(s) names and dob

- Proposed year and level of entry
- Address
- Present school if appropriate
- Phone/mobile phone/fax
- Email address
- "How did you hear about Feltonfleet?"
- "Have you looked at our web site?"
- Information provided – e.g. prospectus/newsletters/Open Morning flyer etc
- Details of initial visit – e.g. full tour/meet HM etc; Open Morning package; brief initial introduction etc?

**Enquiries** will take place in a variety of ways;

- Initial phone call
- Email response via the web-site
- Standard email communication
- Initial and unscheduled arrival at the School
- Open Mornings
- Match days and visitors from other schools
- Via a third party (e.g. an employer, existing advocates, a Schools consultancy etc)

It is vital that all the above information is passed onto all those who will meet the parents and the child (i.e. HM/Assistant Head (Lower School), Head of Middle and Upper School, and Year Leaders etc).

**The follow-up – there will be a School commitment to responding to any enquiry about places in the School within 24-48 hours of the initial enquiry.**

This should take the form of:

- A written follow-up to any enquiry or unscheduled visit from the Registrar's office together with current propaganda pack.
- An email follow-up.
- Every effort should be made to establish the level of family information outlined above (gently but professionally).

## Visiting Procedure

### a. The unscheduled visit

- **Meet, greet and be cheerful** – there should be a whole school commitment to scooping up visitors, asking if they need help, directing to the Headmaster's PA's Office etc. Staff, support staff and pupils alike must be alert to this.
- Depending upon circumstances at that time, and existing diary and on-going commitments, we should endeavour to give the unscheduled visitor(s) **a reasonable introduction to the School** – ie. a brief introduction, propaganda material (everyone must be able to locate propaganda packs easily, not just the Registrar, and there need to be sets ready in Reception and the Head's PA's office), coffee, a brief moment with the HM if he is available, and a very brief look at key parts of the School campus (but not if existing priorities make this impractical).
- Reference should be made to the **web site**, the **prospectus** and so on.
- Every encouragement should be made to **record details** on the enquiry information form.
- We recommend that an appointment is made for the **prospective parents to return** for a full visit in the near future.
- **Follow-up emails** within 24-48 hours (as outlined above).
- **Regular follow-up communication** until the child enters the School, or we discover that they won't be coming to Feltonfleet. This should be at least once a term.
- The possibilities of the unscheduled visit and the importance of the whole School (staff, support staff, pupils) being prepared for such a visit (eg/ie smart and able to react positively), and **being "trained" to respond warmly and positively**, is clearly self-evident. A **"can I help you culture?"** should be automatic across the whole staff when greeting visitors of all kinds.
- When the **unscheduled visit** occurs in the **holidays**, every attempt should be made to arrange a scheduled visit (see Assessment below).
- Relevant information will be recorded on the management information system.

## **b. The scheduled visit – general points**

- The assumption here is that an initial contact has been made, and the **necessary information** about the family and child clearly established **in advance**.
- The Registrar's office will enter fuller details of the visitors and the **visit arrangements by e.mail** at least 24 hours in advance of the visit – this will go to the HM, Staff Room and Support Staff notice boards, and to the Head of Lower School
- **Every effort** should have been made **beforehand** to ensure that:
  - The **School is smart** and forewarned, especially the entrance inside and out
  - **Visitors loo** is clean
  - Plenty of **good, fresh coffee** (and ideally some home made biscuits) is available!
  - Doors to **key areas are unlocked** in readiness for the tour
  - Arrival of **visitors at break time** is avoided if possible
- **Colleagues should be encouraged** on the tour to introduce themselves and their teaching area, say something of what the class are doing, invite the visitors to talk to a child, and so on. The HM and Deputy HM will talk to the school and staff from time to time to remind them of these conventions.
- The visit itself is made to be as **relaxed and relatively informal** as possible, but at the same time professional and crisply managed.
- The **tours** will usually be **led by the Registrar**. Where she is unable to lead the tour one of the SLT will be called upon.
- The **visit timings** should take careful account of the best times of day to visit, and when every possible where the child may be destined for the pre-prep visits to Calvi involving Sue Ward should take place during the morning period.
- All **Calvi appointments** should be co-ordinated with the Assistant Head (Lower School) first before they are confirmed with the parents, to ensure she is available.
- **The Head of Lower School** will need at least 20 minutes with Calvi bound prospective parents. She would be introduced by the Registrar at the start of the School Tour, after they have met the HM, and the Assistant Head (Lower School) will either direct them back to Reception, or accompany them herself.
- Where the **child is entering the main school**, and not Calvi, the pre-prep would feature only as an area to visit on the tour where time permits, and

where it seems appropriate. However, it is essential nonetheless that everyone at Calvi is alerted in the ways described earlier. There must be no surprises!

- The **tour of the School** would normally last no longer than 40 minutes, with an additional 20 minutes if the parents are meeting the Assistant Head (Lower School).
- The **Boarding House** is part of the tour, and whether or not the family has a boarding interest its place at the heart of the school and our family ethos is key to the way the school is. Where appropriate prospective parents should meet the **Head of Boarding**.
- The **visit programme** should be reasonably **flexible** to accommodate particular parental wishes.
- **Parents should always be reminded (by phone or email) in advance of the visit details and timings (i.e. who they will meet, when and for how long etc).**
- **We should, as sensitively as possible, but nonetheless firmly and clearly, emphasise at an early stage that places are filling up quickly and that we cannot guarantee to have a place available until the registration procedure is complete. Thereafter, we will be checking regularly as to the families' current intentions.**

### c. **The Calvi bound parental visit**

The format for a morning visit might look like this:

<b>Timings</b>	<b>Detail</b>
9.15am (10 mins)	Arrival at the main entrance Introduction from Registrar in the Old Library who takes the parents across to Calvi
9.25am (25 mins)	Parents meet with the HM
9.55am (30 mins)	Registrar gathers parents from the HM and takes them on a tour of the school
10.30am (20 mins)	Registrar takes the parents across to Calvi and introduces them to the Assistant Head (Lower School) to tour Calvi
10.55am	Parents return to reception either directed by the Assistant Head (Lower School) who rings ahead to forewarn the Registrar or accompanies them herself.  Wash-up with the Registrar – eg/ie; <ul style="list-style-type: none"> <li>• Registration procedures</li> <li>• Places available</li> </ul>

	<ul style="list-style-type: none"> <li>• Next moves – Open Mornings etc</li> <li>• Pressure on places so (gentle) urgency conveyed!</li> </ul>
11.00am	Depart – the Headmaster will say a final farewell if he is available
	<p><b>Follow-up admin:</b></p> <p><b>Registrar</b></p> <ul style="list-style-type: none"> <li>• Notes for the file</li> <li>• Follow-up letter</li> <li>• Information added to data base</li> </ul> <p><b>PCW</b></p> <ul style="list-style-type: none"> <li>• Notes for the file</li> <li>• Follow-up letter</li> <li>• Review of visit arrangements – what went well? What needs refining next time? What went wrong??</li> </ul> <p><b>Sue Ward (Asst Head - LS)</b></p> <ul style="list-style-type: none"> <li>• Notes for the file</li> <li>• Follow-up letter</li> <li>• Review of visit arrangements</li> <li>• Discussion about the family and the child at the next Thursday Admissions meeting</li> <li>• Would we probably feel happy offering a place, albeit after the usual entry testing?</li> </ul>

**d. A visit for Entry into Year 3 and above**

The arrangements would change in that there would be little focus on Calvi. For example:

11.00am (10 mins)	Arrival at the main entrance Introduction from Registrar in the Old Library
11.10am (25 mins)	Parents meet with the HM
11.35am (40 mins)	Registrar collects from HM and tour of the main school
12.15pm (40 mins)	Wash-up with the Registrar <ul style="list-style-type: none"> <li>• Registration procedures</li> <li>• Next moves – Open Mornings, Assessment morning etc</li> <li>• Explanation of follow-up contacts</li> <li>• Places available, some gentle urgency conveyed!</li> </ul>

12.15pm	Departure after a final good-bye from the HM if he is available
	<b>Follow-up admin:</b>  <b>As above</b>

### **e. The tour route**

The normal pattern followed by the Registrar – with relevant patter at each point and in between stops – Terrace (pause and admire the magnificent view, being in the country etc etc) – PAC (the broad all-round life where performing arts flourish) – Junior Department (one classroom sufficient - successful blend of class and specialist teaching) – Rutherford Building (cutting edge teaching and learning!) – CC (the magnificent teaching facilities, the SJ Library etc) – Art Room – Sports Centre (sport for all, and the elite sport is outstanding, climbing wall for many etc) – swimming pool and changing rooms (astro across the road gives provision for all) – boarding (flexi and the ideal preparation for senior school, and it's great fun!!) – dining hall (good food, happy children) etc

### **f. The Open Morning**

These play a vital role in the recruitment process, and some of the interest is the result of "passing trade" identifying the School site and the Open Day banners (which should be displayed at an optimum time around the School perimeter, and in other agreed locations in the wider community), and the minibus (mobile) banners

Arrangements for these days are set out elsewhere. Suffice to say, there are occasions when the entire School is on show, but are probably most effective when visitors see the School in typical action on a Saturday morning (e.g. activities, matches, current parents in support and around).

The part played by pupil guides and parental advocates is to be applauded. The HM should play a central role, and should speak to the parental crowd at some stage in the morning's proceedings.

The day is arranged by the Deputy Head and the Registrar with support from the SLT.

There is a strong emphasis on the School looking as smart as possible. All staff need to understand that they have a vested interest in the day going well, that it is dynamic and interactive.

One will take place each term. The summer term Open Morning will be on a weekday morning when visitors will see the school in normal working mode.

### **The Admissions Group – Weekly Meeting**

The HM set up the Admissions Group (the HM, Sue Ward, and the Registrar) in September 2000. It meets for 30 minutes every Thursday, and will on occasions co-opt other colleagues (eg, the Deputy Head, the Bursar, and the Marketing Assistant), or Governors as required. The central concerns are:

- Discussing the past week's visits, and the week ahead
- Assessing the merits of recent candidates
- Discussion of current and future numbers
- Assessing the present state of recruitment
- Reviewing the relative strengths of pupils on the main list, and the reserve list
- Evaluating our visit arrangements, literature and so forth
- Exploring the arrangements for and state of play for registrations, timing of letters sent out for confirmation of entry etc
- Liaising with colleagues on entry requirements, assessment days etc (e.g. the Deputy Head, Assistant Head – Teaching and Learning etc.)
- Reviewing our follow-up procedures and efficiency
- Linking the admissions tactics to our marketing strategy, and adjusting and evolving it accordingly
- Outcomes will be shared with the SLT, and with the governing body in the specific case of future numbers.

### **Main and Reserve Lists**

For the time being, those who register first, subject to approval by the HM and Head of Lower School will be placed on the **Main List**, and notified of this. There are 18 places for entry into Calvi.

Thereafter, when the lists are full, a **Reserve List** will be created.

Note:

- All those families on both lists will be contacted and informed equally until the point when the final list of entry is confirmed

- When final letters asking for the deposit fee are sent out on or around May 1<sup>st</sup>, a similar letter should go to those on the **Reserve List** explaining that whilst there is no guarantee of a place at this stage, it is possible that some on the Main List won't take the place after all, and that priority will be given to those on the Reserve List who indicate their wish to take up a place, and who send a cheque for the deposit. The Open Morning in the summer term is the stated opportunity for looking at the School and finalising the decision if it hasn't already been made.
- Those on the **Reserve List** would pay their deposit on acceptance of a confirmed place.
- Every effort will be made to maintain a manageable boy:girl ratio which reflects our commitment to full co-education.
- All girls and boys are recruited with a view to staying with us until 13+

### **Deposits and Registrations**

- When a parent completes the admission form and pays the appropriate **registration fee**, the admission will be acknowledged within 48 hours (and when it hasn't already happened, accompanied by the appropriate letters from the Registrar and HM, and assorted propaganda material).
- The **Deposit** and **Registration fee** will be reviewed annually with Governors.
- The Admissions Group will update the Admissions and Registrations forms annually, taking advice where necessary from the School's legal advisor. They will also review the dates when letters go out asking parents to confirm that they wish to take a place, and the dates when that confirmation must be received before those on waiting lists are contacted
- The **Deposit Fee** (which is non-returnable) will be requested when the letters are sent out to those on waiting lists.
- Receipt of the Deposit fee will be acknowledged within a week of receipt.
- A place will only be confirmed by the school once the HM is satisfied that the child has met the necessary requirements for entry.

### **Contact after the Scheduled Visit**

There will be a concerted, structured, professional and on-going system of maintaining contact with prospective parents from the moment of their initial contact, especially once they have made a scheduled visit or attended an Open Day

This programme of mailing and follow-up will be drawn up in detail by the Registrar, ideally supported by a marketing adviser, and in liaison with the HM, the Assistant Head (Lower School), and the Registrar.

**From the moment of the visit onwards (and not merely in the penultimate term before entry) this should at least include:**

- Follow-up letters after the visit
- Regular mailings – eg a brief letter from the HM; Newsletters, newspaper cuttings; web site updates; a letter from the Registrar's Office.
- Invitations to school events
- Regular opportunities via a pro-forma to indicate change of address etc.
- Each communication from the Registrar's office should include a sentence or two along the lines of:

*"If you suspect that it is more likely that your child will after all be heading for a school other than Feltonfleet, we would be very grateful if you could let us know at the earliest opportunity. We have large numbers of families on our waiting lists anxious to receive confirmation of a place, and we have promised to offer a place to, as soon as possible should one become available. We do hope you understand....."*

- Maintaining the interest and awareness in the School is absolutely vital from the moment we first hook them, to the point at which we either net them, or lose them. In my experience, it is much more likely to be the former if we get this right.

### **A possible Timetable from initial contact by new parents through to entry in September 2013 to Calvi and above**

<b>Moment</b>	<b>Detail</b>
Sept 2011	Initial Enquiry Follow-up
Oct	Scheduled visit Follow-up
Oct	Open Day Follow-up

Nov	Application Form and Deposit Received Follow-up
Feb 2012	Mail Shot Open Day Follow-up
April	Mail Shot
<b>May 2012</b>	<b>Letter sent out asking for confirmation of place to main list. Absolute July 1<sup>st</sup> deadline made clear.</b> (These dates must be made clear in earlier mailings). <b>Letter sent to those on reserve list explaining the situation, as outlined above</b>
June	Mail Shot- what a wonderful place!! Open Day Follow-up
<b>July 1<sup>st</sup></b>	<b>Registration letter deadline for return</b>
<b>July 1<sup>st</sup></b>	<b>Registrar chases laggards by phone Reserve List activated</b>
July 6 <sup>th</sup>	List confirmed Parental Registrations Confirmed-Letter from HM Detailed information sent out about Assessment Day(s) in October/November
September 1 <sup>st</sup> 2012	Position reviewed How/any places to fill? Focus accordingly
September	Mail shot
October	Open Day
November	Assessment morning led by SMW Follow-up and confirmation of the place
December	Christmas Card from HM
February 2013	Mail shot
March 2013	Evening for parents to meet Calvi staff
April	Mail shot Details of New Pupils Day Uniform information etc
June	Mail shot Tea party for all Nursery children and parents New Pupils Day, and parents induction

	evenings Follow-up Joining instructions for September
July	Good luck card from HM etc
Late August	Nearly New uniform days (to be advertised)
September 2013	Arrival at Calvi/Feltonfleet

The programme would obviously have to be adapted for late summer holiday entrants to the main school, and so on.

### **Assessment**

#### **a. Entry into Calvi above Nursery**

Assessment procedures will be devised by the Assistant Head (Lower School), and will fit into the plan above as deemed appropriate by Sue and her team.

Calvi will liaise with the Registrar on dates and timings. Sue will always advise parents during their initial visit of the nature of the assessments. She will subsequently advise the HM as to the suitability of the children involved Sue Ward will make suitable allowances for late and early birthdays.

In the case of entry into the Nursery, the assessment will have to take the format of meeting the family and the child, observation at play etc. Sue Ward should meet all families before a place is confirmed.

#### **b. Calvi and other entrants joining in Year 3 and 4**

Sue Ward will lead the assessment mornings, supported by the Lower School staff.

As above, there will be an emphasis in a reasonably informal atmosphere of assessments of literacy and numeracy, creative activity, free play and so forth. There will be a brief and informal interview with the HM, or the Deputy Head or Sue Ward

Transfer reports will be carefully considered, alongside observation of each child throughout their time with us.

Final judgements will be made by the HM on the basis of recommendations made by Sue Ward. Careful consideration will be given to the long commitment shown by parents to the school, and the timing of their registration.

Above all, we must feel that after due consideration of the evidence the child will

thrive in the main school.

c. **Entry above Year 3 and 4**

These will often be individual pupils moving into the area. We will insist on transfer reports from their previous school(s). We would offer the opportunity of a taster day before returning for more formal assessment on another occasion.

The assessment will take place in the presence of the SENCo and if not supervised directly by her, by one of the Year Leader, Head of Middle or Upper School. Literacy and numeracy will be the central threads, and where appropriate in other subject area, IQ, reading or verbal reasoning. Careful consideration will be made of transfer reports from the existing school, and observation of the child when he or she spends time with a class during a visit.

There will be an informal interview with the HM, the SENCo, the Year Leader, the Head of Middle or Upper School, as appropriate.

Whenever an enquiry for a place comes during the holidays, every effort should be made to replicate this format.

Testing should not be carried out in an administrative area, or where there is likely to be background noise and disruption.

**New Pupils Induction Days**

These will be organised in the summer terms for the parents and children joining the School in September.

There will be tours, and a vital ingredient will be the support and guidance given by existing pupils. Arrangements would be sent to the parents well in advance

New pupils and their parents will be given a Current Information booklet introducing them to Feltonfleet. Parents will receive a document explaining how the School operates, and answer many of the questions which they may have

## **Boarding Places**

Where a new family visit us with a view to seeking a boarding place, the boarding Housemaster will play a key part in the visit. He will spend time with the pupil and his/her family in the boarding house. He will have a key say in whether or not a boarding place is to be offered.

## **Fixed-term and permanent exclusions**

Only the Headmaster (or the acting head) has the power to exclude a child from school. The Headmaster may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the headmaster may exclude a child permanently. It is also possible for the headmaster to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmaster excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headmaster.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headmaster must comply with this ruling.

## **Conclusion**

Admissions and recruitment are our future. And the future is likely to demand that we are as businesslike and efficient as possible. Many prep schools now have very sophisticated admissions operations. We must ensure that if the time comes when it is harder to fill our schools, we have set in place the necessary procedures and established the culture, which places us ahead of the rest in this respect. Our procedures must come under constant review to improved and refined what we do and offer. Above all, we cannot rely on luck alone to keep the school full, and full with children intent on making a really positive difference.

PC Ward  
Headmaster  
September 2011