

Appeals for entry to Secondary School

Things to consider:

- Academic ability of your child as shown over time (as opposed to one series of tests)
- General disposition of your child
- Your child's academic needs
- Your child's school's observations

Performance of borderline children in grammar schools (NFER 2004) - Able children who just fail to get into grammar schools are less well served by the comprehensive system, according to this study. Selective schools are better than comprehensives at meeting the needs of pupils on the borderline between the two. Children achieve "much better results" in the tests for 14-year-olds and get higher GCSE grades when they are educated in grammar schools instead of those catering for all abilities. Research by the National Foundation for Educational Research (NFER) found that pupils who narrowly scraped through entrance tests leaped ahead of those of similar ability educated at comprehensives. The findings are based on a series of surveys comparing the outcome at different types of schools using value-added data about pupils' performance at the ages of 11, 14 and 16 provided by the Department for Education, school profiles and information collected by Ofsted.

When considering this, think about:

- What type of school does your child want to go to, and why?
- What type of school do you want your child to go to, and why?
- What has been your child's academic performance over time?
- How does this compare to the result of the Kent Test?
- Were there any reasons were there for your child to underperform in the Kent Test? (Is there any supporting evidence for this?)
- What has been your child's progress across all subjects, but particularly in English and Maths, since the Kent Test?
- What have been your child's most recent scores in English and maths?
- What does your child's school think about your child's ability and where he would be best placed?
- How can your chosen grammar school cater for your child's academic needs and interests?

Useful evidence to support an appeal:

Academic ability

- School reports for the academic year to date reflecting progress and disposition
- Letter of support from primary school
- Particular interests – e.g. musical, sporting, artistic
- Natural curiosity

Aspirations for the future

- A love of learning and exploring new things

Evidence of particular issues/events that have impacted on your child's progress – meaning the Kent Test Result does not fully reflect their potential

- Previously undiagnosed AEN
- Significant health issues
- Significant family events