



## ADMISSIONS POLICY

### 1. INTRODUCTION

This policy should be read in conjunction with the following:

- Behaviour Policy
- Terms and Conditions

St. Saviour's School Ikoyi is a two-form entry school with a maximum class size set at 23 pupils. The first year is the "Reception" class to which children can be admitted if they have reached the age of 4 years on or before 31<sup>st</sup> August in the year entry.

The school currently has approximately three hundred children on its roll. It adheres to but is not limited by the requirements of the National Curriculum in England, whilst recognising the importance of the culture of the host country.

As the demand for places at St. Saviour's School Ikoyi is always high and in order to maintain the multinational character of the school, the Board of Trustees has laid down that admissions to the school will have an over-riding objective of limiting the ratio of Nigerian to non-Nigerian as 60:40.

To assist in the achievement of that objective, the Head teacher will maintain two separate lists of applicants, comprising of Nigerians and Non-Nigerians. Selections will be made from each list as follows:

### 2. THE NIGERIAN LIST

60% of vacancies will be filled with Nigerian children in the following order:

#### **Category A**

Siblings of children currently attending the school or of those who may have left the school within the last two years. Provided that in any one year; no more than 60% of admissions shall be under this category.

#### **Category B**

Children whose parents work for major corporate sponsors of the school, up to a maximum of 4 children per academic year per sponsor.

#### **Category C**

Children of teachers in the school.

#### **Category D**

Other Nigerian children in order of application.



### **3. THE NON-NIGERIAN LIST**

40% of vacancies will be filled with Non-Nigerian children in the same order of precedence as the Nigerian list.

(N.B) An intending major corporate sponsor must be approved by the Trustees and shall donate in cash or kind no less than five million naira per annum (or its equivalent in other currencies). The maximum of 4 children applies cumulatively to the two lists.

The Board of Trustees, nevertheless, reserves the rights to admit a pupil if in its opinion, it is the over-riding interest of the School to do so.

Entry to the school is subject to the child's satisfactory interview with the Head teacher to determine whether the child is likely to benefit from attending the school. The interview may include a test in English and Mathematics depending on the child's age. It should be noted that the school does not accept pupils with special educational needs.

Prior to the end of each academic year, parents with children on the waiting lists must inform the school in writing that they wish their child to remain on the waiting list. The school will endeavour to send annual reminders to the addresses given by the applicants but it will be the responsibility of the parents to ensure that they notify the school of their wish for their children to remain on the waiting list. Any child for which such notification is not received by the school, will have its name deleted from the waiting list and if re-registered, its name will be placed at the end of the waiting list.

The fore-going does not apply to applications for the Reception class. Names will automatically remain on that waiting list until the end of the appropriate reception year. Written request will then be required for inclusion on the year 1 waiting list. The waiting list for entry into Reception opens two years prior to child's appropriate Reception year.

### **4. ADMISSIONS**

Parents may register their children for admissions to the school up to two years prior to their 4th birthday. To register please refer to our website and click on the appropriate year group for your child to access our online application form.

### **5. 1998/1999 ANNUAL REPORT OF THE BOARD OF MANAGEMENT**

Attachment 1 General Educational Policy

The original Trustee calls upon the Trustees to ensure that the school:



- Be managed as a primary school
- Shall provide a standard of education equivalent to that provided in similar primary schools in the United Kingdom.

To meet the requirements listed above, the Board of Trustees has mandated that the school will follow the general educational policy laid down by the Trustees. The Board of Trustees in turn has appointed the Board of Management to be responsible to the Trustees for supervising the administration of the school and the application of the general educational policies laid down by the Trustees.

The general Educational policy is defined as follows:

## **6. CURRICULUM**

The school will adhere to, but not be limited by, the requirements of the National Curriculum of England whilst recognising the importance of the culture of the host country. The content and organisation of the curriculum and its assessment will provide pupils with access to the full range of learning experiences and promote attainment, progress and personal development of all pupils.

## **7. EFFICIENCY**

The school will provide high quality, cost effective education. The school will make good use of all its available resources to achieve the best possible educational outcomes for all its pupils – and in doing so provide excellent value for money.

## **8. LEADERSHIP AND MANAGEMENT**

The leadership and management provided by the Board of Management, the Head teacher and staff with managerial responsibilities, should produce an effective school: one that promotes and sustains improvement in educational standards achieved by the quality of education provided.

## **9. STAFF**

Qualified and experienced staff will be hired to underpin the effective delivery of the curriculum. The quality of teaching and its contribution to pupils' attainment and progress is recognised as a major factor in an effective school. Appropriate staff development opportunities will be provided for teachers.

## **10. RESOURCES**

Learning resources should be appropriate in range, quality, and quantity and deployed well to ensure the effective delivery of the curriculum.



## 11. SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

The spiritual, moral, social and cultural developments are four aspects of personal development in which the school has an important part to play.

## 12. PUPILS WELFARE

Pupils should have the opportunity to take full advantage of the education offered and have high, but realistic, expectations of themselves. There will be a climate in which pupils' well-being is paramount. Essential to the effectiveness of any school are the ways in which regular attendance, punctuality, good behaviour and respect for others is promoted. Opportunities for support and guidance for pupils will occur during the daily routine such as registration, circle time, meal times, play and story times.

## 13. PARENTS

The school will develop a partnership with parents ensuring that communication regarding pupils' work and progress is effective. The school expects parents to support the policies of the school with regard to homework, attendance, punctuality and ensuring that children are fit enough to attend school.

## 14. ACCOMMODATION

Accommodation will conform to building regulations, meet satisfactory health and safety requirements and allow the school to provide the designated curriculum.

## 15. BEHAVIOUR

We believe pupils feel secure when they are aware of the boundaries of acceptable behaviour. They are taught that they must not hurt others and should respect their peers and all adults. We do not tolerate unacceptable behaviour nor discriminate and will exercise the right of exclusion should the need arise.

Policy established and agreed:	April 2011
Policy review cycle:	Every 2 years
Reviewed:	March 2022
Date of next review:	March 2024
Approved by:	Board of Trustees & Board of Management: