Greenways Primary School

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A vibrant, happy learning community for all of us

Learning in Harmony Trust

Secondary Admissions and 11+ information

Key messages for parents of children in Year 5

Tuesday 17th November 2026

OBJECTIVES of the session

- To understand what the 11+ selection test involves.
- To think about whether or not the selection test is appropriate for your child.
- To understand how best to prepare your child for the selection test.

Key dates to watch out for regarding September 2027 entry

- More recently, a late June/early July deadline for entry to 11+ has been introduced. **Registration** will open around mid-May 2027 and, for the previous cohort, it closed on 26th June. Information on dates for this cohort is usually released around March.
- Usually the 11+ test will take place around the third Saturday of September.
- Results of 11+ are usually sent out mid October
- End of October deadline for completion of Secondary Admissions form (October 31st for the previous cohort)

What does the day look like?

8:30 am Arrive at examination centre

8:30–9:00 Registration and seating

9:00–9:10 English additional reading time

9:10–10:10 English examination

10:10–10:30 Supervised break

10:30–11:30 Mathematics examination

11:30 onwards collection and dismissal

Access Arrangements

Special arrangements

- 25% extra time
  - Timing is adjusted to give the candidate 25% extra time in both papers (English and Maths)
- Rest break (may include movement break)
  - Candidate can take up to 5 minutes rest break every 15 minutes
  - Candidate requests rest break by raising their hand
  - Candidate has a whiteboard on their desk
  - New end time is updated on the whiteboard.
  - They do not have to take it.
  - If they do take it, stop the clock and restart when they begin again.
  - They must close their test booklet whist taking the break.
  - Parents / carers are aware of the arrangement. Tell candidate the arrangement at the start of the test.
- Prompt
  - Candidate needs a tap to the desk if they become distracted.
  - Parents / carers are aware of the arrangement. Tell candidate the arrangement candidate at the start of the test.

IMPORTANT DATES

Date	Event
12th May 2026	CSSE registration will open for 2027 Entry.
June/July 2026	CSSE Schools Open Days/Evenings Summer Term 2026.
19th June 2026	Absolute CSSE deadline to register online OR by post.
26th June 2026	Absolute CSSE deadline for receipt of Special Adjustment requests and supporting documents.
July 2026	Test centre information will be despatched from mid July. By the 15th July all candidates should have received their test centre information by email.
31st August 2026	If you wish to withdraw your child from the test, please email the CSSE Office at admin@csse.org.uk by 31st August 2026.
19th September 2026	**11+ Tests take place.**
29th September 2026 *	Tuesday test day for religious, illness or exceptional circumstances only.
12th October 2026	Results will be sent out by email to all candidates after the close of business on 12th October. **Please allow 24 hours for receipt.**
Sept-end of October 2026	Parents make an application for secondary school place/s to their Local Authority.
31st October 2026	Closing date for the return of your completed Local Authority Application form to your home Local Authority.
31st October 2026	Deadline for sending the completed Pupil Premium forms to the CSSE schools you have named on your Local Authority Common Application Form. (Please do not send these to the CSSE Office.)
1st March 2027	National Offer Date for Local Authorities to send out secondary school offers to parents.

These are the key dates from this year's 11+ cohort. (2027 entry)

This years dates will be published around Easter time 2027 on the CSSE website

csse.org.uk

Selection test: 11+

- Full registration guidance and key dates for 2028 Entry are usually sent through in paper form and will also be available on the CSSE website: http://www.csse.org.uk/

- The September sitting, introduced in 2013, enables parents to make a more informed choice on the application form.

CSSE
The Consortium of Selective Schools in Essex

The pass mark

- This standardised score is generated by adding together the scores of both papers together, and a formula being applied.
- A candidate scored 36 out of 60 on the English paper, and 28 out of 60 on their Maths paper, for a total of 64 marks (53%). This gave them a score of 312.
- Another candidate scored 41 out of 60 on the English paper, and 43 out of 60 on their Maths paper, for a total of 64 marks (70%). This gave them a score of 345.

Selection test results

- A standardised score of 303 is considered a "pass".
- The results letter will include advice on whether or not there is a realistic chance of getting in.
- **Why only likely?** If the number of children getting over 303 is greater than the number of allocated places, the score required will increase.

The pass mark

- This formula ***can*** change each year, so standardised scores cannot always be accurately predicted from mock test papers.
- Robin Bevan, previous Headteacher, Southend High for Boys:

"Just over 50% gives a chance, 70% a virtual guarantee"

The results of all candidates will be analysed, by date of birth, to determine if a statistical age-adjustment is required. In recent years, no such adjustment has been applied.

Quote from a previous CSSE booklet for entry.

However, for the most recent cohort, the CSSE used age adjustment for standardised scores.

Student A, aged 11 years 0 months (Sep 2015)	English 37 Maths 24	Standardised score: 300.4
Student B, aged 10 years 1 month (Aug 2014)	English 36 Maths 22	Standardised score: 306.9

CSSE
The Consortium of Selective Schools in Essex

Data from a previous cohort.

Scores of last selective place offered at each CSSE school on National Offer Day (1st March 2026)

Essex Grammar Schools	2026 ENTRY	
	Inside Priority Area	Outside Priority Area*
Colchester County High School for Girls	326	332
Colchester Royal Grammar School (Boys)*		346
King Edward VI Grammar School (Boys)	353	370
* *Colchester Royal Grammar School – No priority area.*		

Southend Grammar Schools	Inside Priority Area	Outside Priority Area
Southend High School for Boys	310	346
Southend High School for Girls	303	318
Westcliff High School for Boys	314	352
Westcliff High School for Girls	303	332

PARTIALLY SELECTIVE SCHOOLS	Inside Priority Area	Outside Priority Area
Shoeburyness High School	**303**	
St. Thomas More High School (Boys) Selective places are only offered to residents within their catchment area. Accepted minimum score 303.	**303**	

The ‘priority area’ for Southend schools is an SS postcode.

Changes to the Selection Test

The separate verbal reasoning paper was removed some years ago, and the applied reasoning section that it became was also removed from the English paper in recent years.

Previous papers on the CSSE website still have the applied reasoning section on there. The timings have remained the same.

Support from us…

Beginning January 2027 - Morning Booster Sessions for English & Maths *(more details to follow)*

June 2027 - Mock 11+ Examination

Summer 2027 - MyMaths Revision Tasks

Sample materials

- Sample materials are available to look at on the website
- Currently, the most recent test available on the CSSE site is the 2024 paper. Booster sessions will be informed by the 2025 & 2026 papers.
- Our advice regarding preparation is based on discussions and training from the grammar schools themselves.

Name	Date Updated	Comments	
ENGLISH PAPER 2019 ENTRY	09.05.2022	Past Exam	DOWNLOAD
ENGLISH CONTINUOUS WRITING PAPER 2019 ENTRY	09.05.2022	Past Exam	DOWNLOAD
ENGLISH PAPER 2019 ENTRY MARK SCHEME	09.05.22	Past Exam	DOWNLOAD
MATHS PAPER 2019 ENTRY	09.05.2022	Past Exam	DOWNLOAD
MATHS PAPER 2019 ENTRY MARK SCHEME	09.05.2022	Past Exam	DOWNLOAD

English Paper

The English paper comprises:

- Comprehension, grammar and vocabulary questions
- Creative writing

The paper lasts 1 hour, with 10 minutes additional reading time and is worth 60 marks in total.

What does the test involve?

Reading test (Comprehension)

- An unfamiliar passage, which is usually 60-150 years old.
- Challenging vocabulary.
- Questions on grammar, punctuation and comprehension.
- Contains elements to differentiate between the most able.

What does the test involve?

The focus is on assessing the children's ability to deduce when faced with new and challenging passages.

- The best preparation is:

1. Reading a range of texts for enjoyment, particularly more challenging texts or classic novels, to help with comprehension.
2. Looking at excerpts from (but not reading the whole of) challenging texts to practise identifying grammar and punctuation and understanding unfamiliar words in context.

'A Traveller In Time' was written by Alison Uttley in 1939. In this passage, from near the beginning of the book, the young narrator is sitting alone on the stairway at home as evening falls.

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest far away from London with birds singing round me. I was sitting there one evening, with my feet tucked under me, in the blue dusk, waiting for the lamplighter[1] to come whistling down the street to bring a gleam to the stairway. There was a streetlamp near, and this shone brilliantly through the window over the front door.

I was suddenly aware how quiet it was, never a sound, I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright, and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep, she was there before I was aware. She went by as I

This text is taken from the 2021 English paper, which is currently available for free on the CSSE website.

1. (a) Does the narrator's stairway seem well designed? 4 marks

.....

.....

(b) Give two reasons for your answer. Write your explanation in proper sentences.

- .....

.....

.....

- .....

.....

.....

4. Uttley writes: 'I was suddenly aware how quiet it was, never a sound, I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling'. 2 marks

What ideas does Uttley communicate to the reader by making the narrator's world suddenly go so quiet?

.....

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Here are some sample questions that were asked about that text.

Some papers expect answers to be written in full sentences, and award additional marks for this, but this expectation varies from year to year.

What does the test involve?

Creative Writing

- Most likely two different topics
- Example: ***Explain what is your favourite time in the whole year***. You should write at least six sentences.
- Example: ***Describe what gift or present you would most like to be given.*** You should aim to write at least six sentences.

clear and original writing – *may* include abstract forms, philosophical ideas, metaphors securely focussed on task (in content and style): ideas explored in depth
ambitious vocabulary used appropriately to enhance communication spelling accurate for all basic vocabulary
secure tenses throughout
securely structured in response to task with a clear sense of direction and originality throughout connectives used appropriately paragraphs used accurately varied and effective sentence structure
punctuation varied and used creatively

Write a story based on the picture below.
You should aim to **write at least six** sentences.



Describe your favourite building (real / imaginary / historical / fictional).
You should aim to **write at least six** sentences.

Here are the writing prompts from the 2021 11+ paper.

Sentence structure:
Subordinate clauses, relative clauses, fronted adverbials

Varied punctuation:
; : ’ ( )
- ? ! “ ”

Mathematics paper

The Mathematics paper comprises:

- Questions consistent with the Upper KS2 National Curriculum and above
- Arithmetic and reasoning style questions

The paper lasts 1 hour and is worth 60 marks in total.

What does the test involve?

Mathematics test

- Mathematics paper set at the higher expectations of the National Curriculum including content beyond the Year 6 curriculum
- Content, style and format is different to the Key Stage 2 SATs papers
- Papers are designed to challenge because they have to differentiate between the most able.

Percentages

Question (and working space)	ANSWER	Please do not write in this space
3 Fill in the gaps. (a) 8% of 250 is ☐	Fill in the box	
(b) 15% of ☐ is 48	Fill in the box	
(c) ☐ % of 180 is 63	Fill in the box	

Decimals

4 Calculate, giving your answer as a decimal.

(a) $9 \times 3{\cdot}4$

(b) $5{\cdot}3 + 7{\cdot}82$

(c) $9{\cdot}2 - 3{\cdot}31$

(d) $3{\cdot}9 \div 0{\cdot}3$

R
W
(7)

Metric/Imperial Conversion

Question (and working space)	ANSWER	Please do not write in this space
6 This question is about these five lengths: 72cm 31 inches 0·65m 750mm 28 inches Using the conversion 1 inch = $2\frac{1}{2}$ cm		
(a) What is the smallest length?		
(b) What is the greatest length?		
(c) Which two lengths have an average (mean) equal to 70cm?		

Problem Solving

7 A water tank is being filled with water from a tap. The tap provides a litre every 5 seconds. At 09:00 the tank is empty and the tap is turned on.

(a) How much water is added between 09:00 and 09:02?

..... litres

(b) At 09:08 the tank is a quarter full. How much water will the tank hold when completely full?

..... litres

(c) At 09:08 the rate of adding water from the top is halved to a litre every 10 seconds. When will the tank be full?

R W

(6)

GO TO NEXT PAGE

4

Problem Solving

Question (and working space)	ANSWER	Please do not write in this space
8 Anwar cycles at a steady speed of 30km per hour. Mary cycles at a steady speed of 8m per second. Tayo cycles at a steady speed of 510m per minute.		
(a) How long does it take for Anwar to travel 180km?		
(b) How far does Mary travel in 1 hour?		
(c) Which of the three people cycles the fastest?		

Problem Solving

9 This question is about the values of four letters **J, K, L** and **M.**
K is always 16 more than J. M is always L multiplied by 2.

(a) If K = 100 find J.

(b) If J = 6 and K = M find L.

(c) If L = J and K = M find K.

(d) If J, K, L and M add up to 216 and L = 2J find J.

Nth Term

Question (and working space) | ANSWER | Please do not write in this space

14 A sequence of numbers starts with first term = 6 and then involves these calculations:

6 → subtract 1 → 5 → multiply by 2 → 10 → add 6 → 16 → divide by 2 → 8

These four calculations are then repeated so the sequence begins:
1st term = 6
2nd term = 5
3rd term = 10
4th term = 16
5th term = 8
6th term = 7
7th term = 14
8th term = 20
9th term = 10
10th term = 9

(a) Find the 13th term.

(b) Find the 26th term.

(c) The 93rd term = 52 and the 94th term = 51.
Find the 96th term.

(d) Find the value of the 180th term minus the 179th term.

R
W
(4)

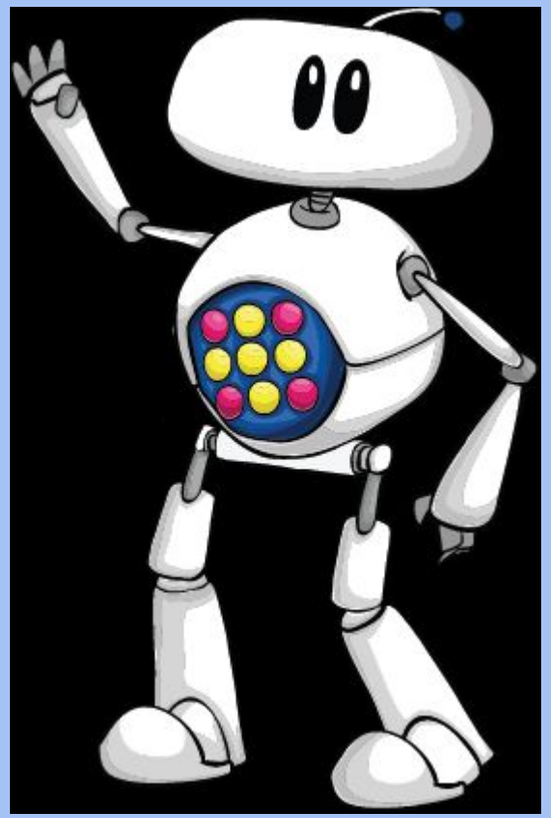
GO TO NEXT PAGE

Maths teaching in year 5

- The National Curriculum for mathematics does not allow us to go beyond the content for Year 5 children
- Mastery opportunities are provided to extend the children through their application of what they have learned in different contexts
- It is therefore only within the booster work that we can address the additional areas.

Additional support

- Children accessing the booster sessions will be focusing on past paper test questions
- On MyMaths, children can use their existing accounts to prepare for the examination over the summer break by accessing a range of revision tasks and lessons.



- The use of MyMaths as a tool for homework has been strongly encouraged by the Grammar Schools
- The lesson function allows children to access support remotely, through a series of interactive demonstration pages
- Making MyMaths a part of the regular homework routine will ensure that children develop effective habits now, to prepare them for the increased demand on their time at secondary school, whilst also enabling them to increase their knowledge base.

Statement from the CSSE

- The Consortium Headteachers do not encourage extensive coaching for the tests and share a concern that extensive coaching for the 11+ may result in a misrepresentation of a child's ability and put them in a position where they find it difficult to cope with the demands of a grammar school education.
- Whilst it is advisable for children to spend a few hours familiarising themselves with the style of responses required in the papers, this can be done at home, using materials and papers available on the CSSE website.

Tutoring?

- Any tutoring or coaching needs to supplement or enhance the work that takes place in school and not contradict or confuse the children.

For example, *"move the decimal point"* and *"put a zero on it"* creating misconceptions in Maths. These are quick methods to solve calculations, but do not promote mathematical understanding.

- Quote from a recent prospective parent meeting at Westcliff High School for Boys, *'Based on my experience as Head of Lower School, coming in to grammar school having just passed does not mean they will struggle, but being heavily tutored does mean that they may struggle.'*

Tutors - a checklist

Whilst we do not encourage the use of tutoring, should you wish to follow this route it is worth considering the following:

1. *Reasons?*
2. *Police checked?*
3. *Most recent relevant experience in school?*
4. *Does it complement the Greenways curriculum?*
5. *How does your child feel about it?*
6. *Using materials that we use in school?*
7. *Not just practice paper after practice paper?*

SHOULD MY CHILD SIT THE SELECTION TEST?



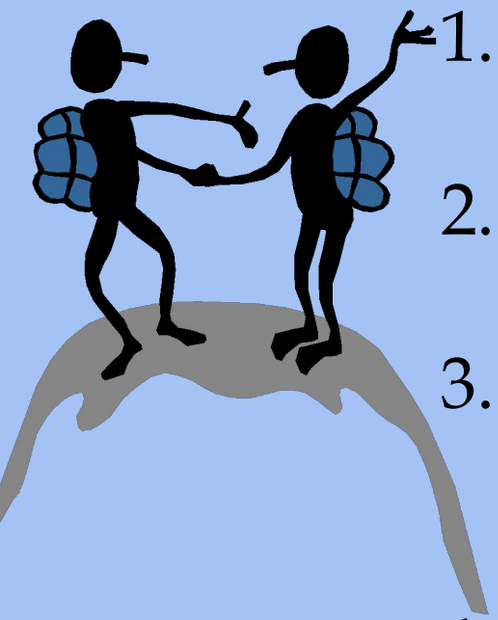
- You must be sure that your child can cope emotionally, as well as academically in a Grammar School environment

- The aim of Southend's grammar schools is to draw from the top 25%based on academic ability.

IS A GRAMMAR SCHOOL APPROPRIATE EMOTIONALLY?

- Does your child relish hard work and apply themselves willingly?
- Visit to find out the culture of each particular school- this may already be on the school website remotely!
- Talk to other parents/pupils at the schools.
- Talk to your child, but try to encourage them to avoid being influenced by their friends' choices.
- Self esteem - it isn't just about the academic – each child's emotional needs differ.

What support can you give?



1. Try not to make it too stressful.

2. Discuss their daily work in school with them.

3. Don't talk about passing or failing but of doing their best.

4. Take advantage of opportunities to visit lots of schools, both grammar and non-selective.

Children who enter the test room knowing that they have another option - with which both they and their parents would be happy - feel less under pressure.

Supporting Your Child

- Positive praise
- Boost their self esteem
- Get involved and interested
- Create the right environment where it is alright to make a mistake or forget.
- Remember that children succeed at every single school in Southend.



Summary

- It is about making the right choice for your child
- It is about making the journey to secondary school as smooth as possible.

- If you have any questions, please submit these for the attention of (FAO) Miss Abubaker via the contact us tab on the Greenways website or via:

  contactus@greenways.lihtrust.uk