
**Decision Session – Executive Member
for Education, Children and Young
People**

22 January 2019

Report of the Corporate Director of Children, Education and Communities

**Coordinated admissions schemes and admission
arrangements for the 2020-2021 school year**

Summary

1. This report seeks approval of the admissions policies and published admission numbers for community and voluntary controlled schools – schools for whom the City of York Council is the admission authority – for the school year beginning in September 2020.
2. It also seeks approval of the coordinated admissions schemes for the City of York area – for which the City of York Council is the coordinating Local Authority – for applications to start the school year beginning in September 2020.

Recommendations

3. The Executive Member for Education, Children and Young People is recommended to approve:
 - the coordinated schemes and admissions policies for all City of York Council schools for the 2020-2021 school year, as set out in Annexes B-I and AB-AF
 - proposed published admission numbers for all City of York Council schools for the school year beginning in September 2020, as set out in Annex A

Reason: to meet the statutory requirements of the School Admissions Code of Practice.

Background

4. It is the duty of the admission authority to carry out a consultation each year on admission arrangements where these have changed, or at least once every seven years. Admission arrangements include the admissions policy and the published admission number (PAN) for each school.
5. In the case of maintained schools, the admission authority is the Local Authority (LA), whilst for voluntary aided or academy schools it is the governing body or academy trust of the school.
6. As academies have come together in multi-academy trusts (MATs), the admission arrangements have been increasingly set by the trust boards of these MATs as the admission authority for all schools within the MAT. As the number of academies in York has increased and resulted in larger trusts, the centralisation of the policy and admissions functions has become more prevalent. However, in some cases the matter for setting an individual school's admission arrangements may be delegated to the Local Governing Committee of an individual academy.
7. Admissions policies detail what information should be provided by applicants and how preferences will be ordered according to the oversubscription criteria should schools be oversubscribed – that is where there are more applications for places than there are places available.
8. PANs are important because they relate to the maximum number of children it is intended to admit in the year of entry (reception in primary and infant schools, year 3 in junior schools, and year 7 in secondary schools). For year 12 entry in secondary schools, this number is the intended number of external applicants to be admitted, that is excluding those that attended Year 11 at that school who meet the required academic standards for and continue into Year 12.
9. Separate from the responsibility to set admission arrangements for its schools, it is also the duty of the LA to have in place area-wide coordinated admissions schemes for each coordinated year of entry. These schemes apply to all state funded schools in the LA area and detail how and when applications can be made and how coordination between admission authorities and local authorities will take place.

Consultation

10. After an invitation from the LA, all admission authorities in the LA area again agreed to take part in a joint consultation to provide parents, schools and other interested parties with all admissions arrangements for 2020-2021 in one place.
11. LA officers continue to work with the school leadership teams of those schools that have either recently converted to academy status, or those that are due to convert shortly, in preparation for when the LA ceases to be the admission authority for these schools.
12. LA officers have continued to support MATs and existing academies with the formulation of their admission arrangements, many of which now have arrangements that are operationally identical to the LA's own arrangements. Building upon work which was jointly undertaken in 2017 with partner admission authorities, officers have continued to work with trusts in the development and maintenance of common definitions and practices between the policies of these schools, the LA, and the MATs that the LA supports with the formation of their admission arrangements.
13. This work not only ensures that newly converted academies have valid admission arrangements and supports schools with their new responsibilities, but also ensures that the admissions policies of all non-faith schools are, and continue to be aligned as is evident in some examples set out in the annexes to this report. This work has increased the consistency of admissions practices and arguably the equality of opportunity for residents.
14. Although coordinated by the LA, the responsibility for the formulation, determination and consultation of admission arrangements for schools for which the LA is not the admission authority remain the responsibility of the respective governing body/academy trust.
15. The School Admissions Code of Practice 2014 requires that where consultation takes place it must be for a minimum of 6 weeks between 01 October and 31 January. Determination of these admission arrangements by admission authorities must be completed by 28 February 2019 for the school year beginning in September 2020. This timeframe means that consultation on

arrangements takes place up to 23 months before children would be due to start school.

16. Neighbouring LAs, school head teachers, governing bodies, dioceses, and those that had previously expressed a continued interest in school admissions in York were sent details of the consultation. The views of residents and parent/carers were also sought, although as is common, only a small number of residents responded via online survey or in writing.
17. The consultation ran from 08 October 2018 until 01 December 2018 and included all admission arrangements for schools in the LA area for the 2020-2021 school year. Information was made widely available online and publicised by schools and the LA in newsletters, notices and on social media.
18. This year the consultation also contained refreshed versions of related policies such as the City of York In Year Admissions Policy and Coordinated Scheme, or the all-admission authority policy on the Delayed and Deferred Admission to Primary School that applies to summer born children, the Out of Cohort guidance for schools and the Secondary Fair Access Protocol. These documents were all previously consulted on and approved in previous years, and though no changes were legally necessary at this time, they were included in the consultation process as they form part of the city-wide policy landscape on access to schools and admissions.

Options

19. The recommendations in this report have been prepared following consultation with schools and others. The Executive Member can approve, reject or modify the proposals relating to community and voluntary controlled schools contained in this report and attached annexes. The Executive Member may also choose to raise a statutory objection to voluntary aided and academy schools admission arrangements, though these bodies will have undertaken a parallel process of determining their arrangements since the consultation closed, and therefore some may have already formally determined their arrangements.

Admissions Policies

20. The LA has consulted with relevant admission authorities on the proposed admissions arrangements for the 2020-2021 school

year. The City of York's proposed coordinated schemes and admissions policies are set out in Annexes B–I. Policies for voluntary aided and academy schools are contained in annexes J–X. Year 12 admissions policies are contained in annexes Y–AC and further policies and guidance documents are contained in annexes AD-AF.

21. The coordinated schemes are applicable to all state funded schools in York including community, voluntary controlled, voluntary aided and academy schools.
22. The City of York admissions policy for each year of entry is applicable to all schools for which the LA is the admission authority; that is all community and voluntary controlled schools. Voluntary aided and academy schools operate their own admissions policies, though as stated above those of schools that have recently become their own admission authorities are almost identical to the admissions policies for community and voluntary controlled schools. The LA assists in the formulation and maintenance of these other policies each year whilst these schools maintain their wish for the similarity of these policies to the LA's own policies to the benefit of residents.
23. The City of York admissions policies have had few changes from those determined last year, mostly through refining some definitions and practices alongside other admission authorities as indicated above in paragraphs 12 and 13. These changes include:
 - clearer definitions around the process for admitting a child with an Education, Health and Care Plan – making clear the process is one of 'discussion' of a child's needs outside the mainstream admissions process, rather than a 'negotiation';
 - increased guidance on delayed, deferred and early entry – what parent/carers must do if their request for their child to be deferred to a lower year group be approved – that this necessitates a new application that may have a different result from one year earlier;
 - broadening the definition of a 'previously looked after child' to include provision for those children adopted after being 'looked after' outside England. The definition now employed follows guidance received from the Department for Education and would in a small number of cases nationally, allow

provision for a child adopted from the care of a non-state actor in other legal jurisdictions to be afforded the same priority as a child adopted from the care of an English Local Authority. The definition now states:

Children who are either currently or have previously been ‘looked after’. This applies to all children who are currently in the care of a local authority and; all children who have been adopted from local authority care (subject to an adoption, residence or special guardianship order); and all children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society;

- clarifying that the distances that are measured from home to school that form a central part of the oversubscription criteria – that the point of entry to the school grounds is that which the closest and produces the shortest possible route measurement to the preferred school;
24. All maintained schools and academies in York were asked for their comments on admission arrangements. 18 schools responded – a similar number to previous years. Overwhelming schools were supportive of the draft LA policy and the proposed PAN for their schools. One school – St Paul’s CE Primary School responded with a proposal to increase its PAN. More details on this are provided later in this report.
25. 38 consultation responses were received from members of the public, including residents, parents and early years professionals. Many comments on our admissions policies were similar in scope and included:
- that the process is “understandable, logical and fair” and “easily accessible”;
 - that the catchment area system, especially for those schools that are oversubscribed from within their catchment areas, are “a barrier to fair social mobility”;

- that “siblings should have higher priority when their brother or sister attend the school they are intending to apply to” – siblings do have a higher priority than some other applicants, but lower than those resident within the catchment area. The issue of whether local residents or siblings have the higher priority is one of national focus and affects a small number of families in York each year. The LA has looked at its own provision for siblings as recently as in 2018, and found that the current system and priority serves us well;
26. There have been only a small number of changes to the admission policies of voluntary aided and academy schools. These mostly include work in refining some definitions and practices alongside the LA and other admission authorities as indicated in paragraphs 12 and 13 above.
27. There are no notable changes in the oversubscription criteria of faith schools in the city. Some of these schools made significant changes in previous years, and some of these changes, such as a move to a feeder school criterion at All Saints RC School and simplification of distance measurement at Manor CE Academy, have yet to take effect when determining applications.

Published Admission Numbers

28. The following general principles should apply when considering increases in PANs:
- a) The school should have enough physical space to accommodate a full complement of children in each year group, based on the proposed number (or agreement from the local authority to provide additional space). Alternatively, there must be firm capital project plans in place to provide any additional accommodation required and the required funding must be secure.
 - b) The increase should form part of the agreed place planning strategy for the area. This means that there should be sufficient demand from within the school’s catchment area (if applicable), or from across the wider community, to limit the risk of drawing increased numbers of pupils away from other schools.
 - c) The proposed number should enable relatively straightforward organisation of classes, bearing in mind the infant class size limit of 30 children per fully qualified teacher for reception, year 1 and year 2 pupils.

29. The following general principles should apply when considering decreases in PANs:
- a) The school must still be able to accommodate demand from within their local area (catchment area, parish or priority area).
 - b) The requested number should enable or facilitate relatively straightforward organisation of classes, bearing in mind the infant class size limit of 30 children per fully qualified teacher for reception, year 1 and year 2 pupils.
30. Based on the principles in paragraph 28, officers propose, following investigation of potential implications, the following change to PANs:

School	Proposal	Recommendation	Reason
St Paul's CE Primary (Voluntary Controlled)	Increase PAN from 27 to 28	Approve	To support the school with use of financial resources where single year classes are under 30

Analysis – St Paul's CE Primary School

31. The LA did not at the start of the consultation propose a change of PAN, but instead received a request from the governing body to increase the published admission number from 27 to 28 from September 2020.
32. The school has previously made representations to the LA for an increase in PAN, which was raised from 25 to 27 for the school year starting in September 2017.
33. The school have also previously noted the restrictions of their building, in particular two smaller classrooms that limit the school from admitting full classes of 30 pupils in each year group and having 210 pupils on roll. The building is restrictive in its abilities to accommodate a full complement of pupils that other 'one form of entry' primary schools would be able to. The effects of providing for seven classes with funding for a maximum of 189 pupils provides this school with difficulties that primary schools of, and receiving funding for, 210 pupils in seven classes do not.

34. Throughout 2018 the school undertook a review of all its spaces, but particularly its smaller teaching spaces. This work took place alongside separately funded projects from the school's own budgets and from LA schemes to improve and maintain the school building. This approach has improved the quality of these spaces and prioritised the maximal use of all teaching spaces in order to better accommodate higher pupil numbers of 28 pupils per year.
35. As the head teacher who has driven forward a review of the school building notes "St Paul's have recently undergone a substantial refurbishment of the premises, which includes maximising use of space and classrooms, building an outdoor classroom and de-cluttering resources that are no longer used. The new space will sufficiently cater for a PAN of 28 moving forward."
36. The request to increase the PAN from 27 to 28 will have a positive impact on the schools financial position and leave the school in a better position to provide for its pupils. It will, officers believe have minimal impact on neighbouring schools, who are all operating from a position of planning for 30 pupils per class.
37. St Paul's CE Primary School is located in Primary Planning Area 4, which contains 5 schools in the west of the city. Four of the five schools within this area are often oversubscribed, with one school at the westernmost end of this area with some capacity. St Paul's CE Primary School is at the easternmost end of this planning area and often provides additional capacity for residents of nearby areas of the city, particularly in the oversubscribed South Bank area that is served by only two schools and has significant place pressures. Officers do not believe the increase of 1 place per year group, of 7 places in total, is significant enough to be potentially detrimental to any other schools.
38. The head teacher also noted in her consultation response that the increase in PAN "is key to support [the] financial stability to the school budget. Previously first choice places for St Paul's range at 22/23, and Open Day interest has attracted around 30 parents. However, this term alone we have shown a total of 49 parents for places next September, the majority of which have indicated they wish their child to be placed at St Paul's. The recent refurbishment and implementation of the new curriculum at St Paul's is having a positive impact on how parents now view the school".

39. As the head teacher has outlined to officers how the school could plan appropriately around this higher PAN within the existing school estate without any further capital investment at the school from the LA, there are no expected related costs from a decision to increase the PAN from 27 to 28. An increase in PAN will support the school to narrow the school's financial disadvantage vis-à-vis schools admitting 30 pupils per year with the same number of teachers.
40. As such officers recommend that the increase be approved for all these reasons above.
41. No other increases or decreases are being proposed by officers, nor have any additional requests been received from the governing bodies of community and voluntary controlled schools during the consultation period.

VA and Academy proposals

42. The following changes in PAN have been proposed by voluntary aided and academy schools, who are their own admission authorities.

Both proposals come from schools within the Hope Learning Trust, York.

School	Proposal
Manor CE Academy	Increase PAN from 232 to 240
Vale of York Academy	Decrease PAN from 190 to 150

Analysis – Manor CE Academy

43. Manor CE Academy is proposing to increase their PAN to 240, up from 232. The school have steadily increased the number of pupils they would admit into Year 7 over recent years, and the latest increase is to add an additional pupil into each Year 7 form group.
44. The school draws predominantly from the York High catchment area, though the school has an established 'priority area' that in many ways operates as a catchment area. The school also draws from a wider area, particularly for applicants applying for 'foundation' faith places. Predicted pupil numbers across the secondary planning area for the West of York are rising as the size

of the secondary cohorts increase generally, and further increases are expected as housing developments occur close to the school.

45. The school is judged to be outstanding by Ofsted and is popular with parents, often being oversubscribed. As the LA must work with the school community to increase the number of places offered at good or outstanding schools, and as the school has not indicated that it would require any additional spaces in order to accommodate an additional eight pupils per year, this increase could have a positive effect in decreasing the deficit of school places in future years that is planned to be a small deficit of places by 2022.
46. Officers therefore feel that the proposed increase should not be opposed.

Analysis – Vale of York Academy

47. Vale of York Academy informed the LA at the start of the consultation process of a change in PAN from 190 to 150 from the start of the 2020-2021 school year.
48. This decrease reflects the current undersubscription at the school, and the difficulty in operating a suitable number of pupils per class. The school have indicated that they would be open to reviewing and potentially raising the PAN again should there be a level of demand that was suitable to sustain a higher number of form groups. The aspirations of the school are to grow the number of pupils on roll and this has started to occur with an increased number of first preferences for September 2019, but at a level still significantly below the current PAN.
49. Predicted pupil numbers across the secondary planning area for the North of York show a continued significant surplus of places, mainly as surplus capacity at the Vale of York Academy. As the size of the secondary cohorts increase generally across the city, the forecasts – based both on preferences and local resident numbers – show no substantial further increases are expected in the numbers for this school.
50. Officers therefore feel that the proposed decrease should not be opposed.

Council Plan

51. **Prosperous City for all** – the setting of appropriate published admission numbers forms an integral part of the LA's effective planning as well as providing enough high quality school places within city helping lay the foundations for the local economy.
52. **A council that listens to residents** – the comments and input sought in this consultation from residents, governing bodies and other consultees were supportive of these arrangements.
53. **A focus on frontline services** – providing sufficient school places as well as fair and clear admissions policies gives residents clarity in regard to school admissions – a key responsibility of the LA.

Implications

Financial

54. There are no direct financial implications for schools or the LA resulting from determination of published admission numbers for September 2020.

Human Resources

55. There are no HR implications.

Equalities

56. There are no implications relating to equalities.

Legal

57. Under section 88C of the School Standards and Framework Act 1998 (SSFA) and Regulation 15 of the Schools Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 the admission authority must before the beginning of each school year, determine the admission arrangements which are to apply for that year and must carry out consultation about the proposed arrangements, unless there has been no change in the admissions arrangements in any of the six preceding determination years.
58. Under Regulation 2 of the Schools Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012, "determination year" in relation to the

proposed admission arrangements for a school means the school year beginning two years before the school year to which the arrangements relate.

59. Section 88D of the SSFA requires an admission authority for a maintained school to include a determination of the number of pupils in each relevant age group that it is intended to admit to a school in that year.
60. Under Regulation 18 of the Schools Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 (as provided by Section 92 of the SSFA) a local authority must publish on or before 15 March in the determination year, the proposed admission arrangements for any school or Academy which is intended to open in their area within the determination year.
61. Regulation 28 of the Schools Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 requires a local authority to inform the Secretary of State on or before 28 February in the determination year whether they have secured the adoption of a qualifying scheme or not.

Crime and Disorder

62. There are no Crime and Disorder implications.

Information Technology (IT)

63. There are no IT implications.

Property

64. There are no property implications.

Other Implications

65. There are no other implications.

Risk Management

66. No direct implications.

Contact Details

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	Report approved	√	Date 9/1/19
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Wards Affected:			All ✓
For further information please contact the author of the report			

Background Papers

None

Annexes

Annex A	2020-2021 Proposed Published Admission Numbers
Annex B	2020-2021 Coordinated admissions scheme – applying to start infant or primary school
Annex C	2020-2021 Coordinated admissions scheme – applying to start junior school
Annex D	2020-2021 Coordinated admissions scheme – applying to start secondary school
Annex E	2020-2021 Coordinated admissions scheme – in year admissions
Annex F	2020-2021 Admissions policy – City of York Council community and voluntary controlled infant and primary schools

Annex G	2020-2021 Admissions policy – City of York Council community junior schools
Annex H	2020-2021 Admissions policy – City of York Council community and voluntary controlled secondary schools
Annex I	2020-2021 Admissions policy – In Year Admissions – City of York Council community and voluntary controlled schools
Annex J	2020-2021 Admissions policy – All Saints RC School
Annex K	2020-2021 Admissions policy – Archbishop Holgate’s CE School
Annex L	2020-2021 Admissions policy – Ebor Academy Trust
Annex M	2020-2021 Admissions policy – Heworth CE Primary School
Annex N	2020-2021 Admissions policy – Hope Learning Trust
Annex O	2020-2021 Admissions policy – Huntington Primary Academy
Annex P	2020-2021 Admissions policy – Manor CE Academy
Annex Q	2020-2021 Admissions policy – Our Lady Queen of Martyrs RC Primary School
Annex R	2020-2021 Admissions policy – Pathfinder Multi Academy Trust
Annex S	2020-2021 Admissions policy – South Bank Academy Trust
Annex T	2020-2021 Admissions policy – South York Multi Academy Trust
Annex U	2020-2021 Admissions policy – St Aelred’s RC Primary School
Annex V	2020-2021 Admissions policy – St George’s RC Primary School
Annex W	2020-2021 Admissions policy – St Lawrence’s CE Primary School
Annex X	2020-2021 Admissions policy – St Wilfrid’s RC Primary School

Annex Y	2020-2021 Admissions policy for Year 12 entry – All Saints RC School
Annex Z	2020-2021 Admissions policy for Year 12 entry – Archbishop Holgate’s CE School
Annex AA	2020-2021 Admissions policy for Year 12 entry – Fulford School
Annex AB	2020-2021 Admissions policy for Year 12 entry – Huntington School
Annex AC	2020-2021 Admissions policy for Year 12 entry – The Joseph Rowntree School
Annex AD	Admissions policy – Delayed and Deferred Admission to Primary School
Annex AE	School Admissions Fair Access Protocol – Secondary Schools
Annex AF	Guidance on educating children out of their chronological cohort