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

16 January 2018

Report of the Corporate Director of Children, Education and Communities

Coordinated admissions schemes and admission arrangements for the 2019/2020 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 admissions authority – for the school year beginning in September 2019.
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 2019.

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 2019/20 school year, as set out in Annexes B-G and Y-AA
 - proposed published admission numbers for all City of York Council schools for the school year beginning in September 2019, 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 admissions 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 admissions authority for all schools within the MAT. 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 have 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.
9. It is also the duty of the LA to have in place coordinated admissions schemes for each coordinated year of entry. These schemes detail how and when applications can be made and coordination between admissions authorities and local authorities will take place.

Consultation

10. After an invitation from the LA, all admissions authorities in the LA area agreed to take part in a joint consultation to provide parents,

schools and other interested parties with all admissions arrangements for 2019/20 in one place.

11. LA officers continue to work with school leadership 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 admissions 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 for community and voluntary controlled schools.
13. A further piece of work was jointly undertaken throughout 2017 with the York Diocesan Board of Education to align the draft admissions policies of those Church of England voluntary aided and academy schools both with one another and with the LA's own draft policies. Through joint communication with many admissions authorities, this work has resulted in the development of common definitions and practices between the policies of these schools, the LA, and the four existing MATs that the LA supports with the formation of their admission arrangements.
14. This work has further developed these relationships with academies and 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 and all Church of England academies are further aligned from 2019. Ultimately, as evident in some examples set out in the annexes to this report, this work has increased the consistency of admissions practices and equality of opportunity for residents. Further work has also been identified for potential future revisions to the policies of some schools and academies.
15. 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 admissions authority remain the responsibility of the respective governing body/academy trust.
16. 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 admissions authorities must be complete by 28 February 2018 for the school year beginning in September 2019. This timeframe means that consultation on arrangements takes place some 23 months before children would be due to start school.

17. Neighbouring LAs, school head teachers, governing bodies, dioceses, and those that had previously expressed a continued interest in school admissions including the Ministry of Defence Welfare Team and YREN (York Racial Equality Network) 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.
18. The consultation ran from 16 October 2017 until 1 December 2017 and included all admission arrangements for schools in the LA area for the 2019/20 school year.
19. This year the consultation did not contain 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. These three documents were all consulted on and approved in 2015/16 and no changes are legally necessary at this time. Should a decision be made to approve the admission arrangements that are present in Annexes E-G, officers will seek to update these related standing policies with new definitions and practice in the coming months.

Options

20. 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.

Admissions Policies

21. The LA has consulted with relevant admissions authorities on the proposed admissions arrangements for the 2019/20 school year.

The City of York's proposed coordinated schemes and admissions policies are set out in Annexes B–G. Policies for voluntary aided and academy schools are contained in annexes H–V. Year 12 admissions policies are contained in annexes W–AA.

22. The coordinated schemes are applicable to all maintained schools in York including community, voluntary controlled, voluntary aided and academy schools.
23. The City of York admissions policy for each year of entry is applicable to all schools for which the LA is the admissions 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 admissions 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.
24. The City of York admissions policies have had few changes from those determined last year, mostly through refining some definitions and practices alongside other admissions authorities as indicated above in paragraphs 13 and 14. These changes include:
 - clearer guidance on delayed, deferred and early entry – when children can start a school for the first time;
 - broadening the definition of sibling to include foster brothers and sisters – the definition now employed is 'brothers or sisters living in the same house, as their primary place of residence (including half-, step- and foster-brothers or sisters)';
 - clarifying what constitutes an exceptional social or medical need – the definition now employed is a need that 'makes the preferred school the most suitable school for the child' rather than as previously a need that 'relates to' the preferred school;
 - clearer guidance on how 'tie breakers' work within oversubscription criteria; and
 - clearer guidance on waiting lists.

25. All maintained schools and academies in York were asked for their comments on admission arrangements. 19 schools responded by the deadline of 1 December. Overwhelming schools were supportive of the draft LA policy and the proposed PAN for their schools.
26. One school governor of a community school noted the first oversubscription criteria that makes provision for children who are currently or previously have been 'looked after' should be extended to include others so that the 'school can accommodate any protected characteristics'. Provision already exists elsewhere in the policy for children with special educational needs, and also a process for those with exceptional social and medical needs (that may include these characteristics) that would make the preferred school the most suitable school for the child. As such, it is officers' opinion that current arrangements make adequate provision.
27. 64 consultation responses were received from members of the public, including residents, parents and early years professionals. Comments on our admissions policies included:
 - that the process is "fair"
 - "keeping siblings together should perhaps be more important"
 - "it's a long process until you are informed where you have been awarded a place"
 - "too many forms to fill in when you're applying for voluntary aided school"
 - that all "children who attend the infants school should automatically get a place at the junior school. It doesn't seem fair to make another application for this"
 - that the consultation provided "useful information on the timetable and application processes" as well as "helpful information on school statistics"
28. In addition to responses from members of the public via the online survey, officers were also made aware of an online change.org petition entitled 'Fairness 4 Siblings' which has been signed approximately 2,000 times. The petition can be viewed at <https://www.change.org/p/city-of-york-council-fairness-to-siblings>

This petition was started by a local resident proposing that siblings are considered as a priority in admissions and that family ties to a school should be maintained, by adopting an 'all siblings priority'.

29. There have been a number of changes to the admissions policies of voluntary aided and academy schools, including through refining some definitions and practices alongside the LA and other admissions authorities as indicated in paragraphs 13 and 14 above. These changes include:
- changes to All Saints RC School's oversubscription criteria to refer to feeder schools as a criterion. This is employed for the main criterion of Roman Catholic children who attend a named Roman Catholic feeder school and replaces Roman Catholic children whose home address is within a set distance of the school. A feeder school criterion has also been inserted for non-Catholic pupils lower in the order which may address the failure of some children who attended Catholic primary schools in 2017 who were unexpectedly refused a place at All Saints.
 - changes to Manor CE Academy's admissions policy that now defines distance as being a measurement of those 'closest to the school using the nearest available safe walking route'. Previously the school had used a more complicated and less equitable definition of distance.

Analysis – Siblings

30. The City of York and MAT admissions policies do make provision for siblings in two places; first to those resident in the catchment area (as priority two in the oversubscription criteria), and second to those resident outside the catchment area (as priority five in the oversubscription criteria).
31. To implement an 'all siblings priority' would be to lower the priority for children resident in the catchment area of a preferred school, The catchment priority is an essential component in maintaining a system based upon the provision of sufficient local school places for local children.
32. The numbers of siblings who were refused a place at their preferred school in the last few years is low. There were 2 such refusals in 2014, 4 in 2015, 3 in 2016 and 6 in 2017. In each case refusals were made only where the school had filled all available

places with children within the catchment area and in some cases, other siblings who live closer to the school. In each of these cases, should these siblings have been admitted, another child within the catchment area would have been refused a place. This would in some cases have led to those children not having reasonable offers and infant class size exceptions having to be made. In turn this would increase the size of some infant classes.

33. The School Admissions Code 2014 (Paragraph 2.1) states that admission authorities must not give any guarantees that a preference will be met, so whatever order of oversubscription is used, it would not be possible to guarantee that siblings will be placed in the same school.
34. Previous annual reports from the Office of the Schools Adjudicator have noted that the provision and high priority of such an 'all sibling' criterion would create an increased risk that first-born children within a catchment area would be unable to gain a place at their catchment school. Also these catchment residents would not have any priority access for any other school, unlike siblings who live in another catchment area and therefore have priority access for those schools.
35. In 2009, the City of York Council was referred to the Schools Adjudicator by two local parents regarding the 2010/11 admission arrangements in relation to compliance with then the School Admissions Code (that has since been updated), noting that 'by giving children living in a designated catchment area higher priority in the allocation of places than siblings of children already at the school, the City Council makes unreasonable demands on the parents of young children, requiring complex and onerous arrangements for accompanying their children to their schools.' The objection also noted that 'this has the additional adverse effect of making it more difficult for parents to play an active part in the life of their children's schools'.

The decision of the adjudicator was that 'whilst the Code does encourage priority for siblings in primary school admission arrangements, it also prohibits the use of a sibling criterion that unfairly disadvantages other families (paragraph 2.24). Where an over-subscribed school gives a higher priority to siblings than to children living in the catchment area, it can quickly reach the point where it is unable to accommodate all applicants living in the

catchment area, thereby undermining the benefits of a catchment area and introducing a perception of unfairness.'

36. In January 2012, the Learning and Culture Overview and Scrutiny Committee investigated the priorities and order of the oversubscription criteria used in the LA's policies. The Committee heard from two serving head teachers of outstanding schools who had in the past few years had siblings who had been refused a place. After consideration, Members agreed that 'the oversubscription criteria in use in York's community and voluntary controlled schools is made up of the right priorities and in the right order... and should therefore remain unchanged.'
37. Over the last 5 years the LA has increased the quantity and quality of advice regarding siblings in the Guide for Parents, as well as publishing admissions statistics to show how many siblings have been admitted in previous years and related admissions information on the York Open Data platform. Parent/Carers are now advised prior to and after the allocation of places that 'if the place your child is allocated is at a school for which you are not in the catchment area for, or if you move out of the catchment area you now reside in, then you may have less chance of being successful when applying for any younger siblings in future years.'
38. Officers recommend that for the reasons given in paragraphs 30-37 above, that the order of the oversubscription criteria therefore remain unchanged.

Published Admission Numbers

39. 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.
40. 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 zone).
 - 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.
41. In their consultation responses, several primary schools raised the issue of larger cohorts moving through the school, and/or rising numbers of pupils increasing the pressure on existing school buildings.
42. St Mary's CE Primary school raised the issue of the current numbers of pupils alongside future forecast leading 'to above 30 children within our Key Stage 2 classes and therefore threatening the high standards that we have achieved in the past. Even if there is sufficient classroom space for larger numbers, this does not address the fact that bigger numbers of pupils are harder for teachers to teach and support'. Officers are currently in discussions with the school to investigate what may be possible, both in terms of school buildings and class organisation, to address this issue including the possibility of Basic Need funding being made available for these purposes.
43. Dringhouses Primary School noted that increased numbers of pupils mean the 'school is looking to increase the number of classes from 10 to 11 from September 2018 as the smaller, older cohorts will have left by the end of this year. For the 2017-18 year, KS2 class sizes are large and will grow bigger if the number of classes remains the same. The hall and playground just about accommodates the number'. Officers will continue to work with the

school to support this growth by repurposing and reorganising spaces within the school building as necessary.

44. St Paul’s CE Primary School noted that the differing sizes of their classrooms presented challenges with managing pupil numbers and classroom spaces, particularly given the change in their PAN from 25 to 27 for the start of the 2017/18 school year; ‘Due to the size of our classrooms (our smallest being 29m²), the admission number for Reception is 27... we have to move classrooms and year groups depending on numbers and SEN needs. Additional adults/space have to be taken into consideration every Summer Term in preparation to accommodate increased numbers in September.’ Officers have been in contact with the school with a view to examining how the LA can support the school with these challenges.
45. Based on the principles in paragraph 40, officers propose, following detailed investigation of potential implications, the following change to PANs:

School	Proposal	Recommendation	Reason
Osbalwick Primary School (Community)	Decrease PAN from 60 to 45	Approve	To aide the school with more appropriate class organisation and use of resources

Analysis – Osbalwick Primary School

46. 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 lower the published admission number from 60 to 45 from September 2019. The head teacher of the school has outlined to officers how the school could plan appropriately around this lower PAN within the existing school estate whilst supporting teaching and learning at the school.
47. Since the closure of Derwent Federation Schools and the expansion of Osbalwick Primary School onto two sites, the number of children on roll at Osbalwick Primary School has consistently been below the current PAN of 60. In 2014 just 42 places were allocated, falling to 39 in 2015, 36 in 2016, and 30 in

2017. In all of these years this is significantly below the average number of children of this age resident in the Osbaldwick catchment area, which averages 59 children per year over this 4 year period.

48. The school feels it no longer has the capacity to support a PAN of 60 over two sites as the 'Leyes' site is now being developed to reflect the falling number of pupils. The governing body have therefore requested a reduction in PAN from 60 to 45 to apply for the start of the 2019/20 school year.
49. The reasons stated by the school for this request are:
- recent housing developments in the area, particularly at Derwenthorpe have not proportionately increased the size of the school roll. Instead other local schools such as St Aelred's RC Primary School have benefitted from increased pupil numbers;
 - the number of children admitted for Reception has shown a steady decline;
 - the number of pupils by year group ranges from 32 to 47. These numbers make maintaining single year classes on a single or double form entry model challenging to afford;
 - the school has lost some pupils to other local schools due to previous Ofsted judgments. The school feel that there are spaces in other local schools that is true in many year groups;
 - the levels of funding received with later admissions does not compensate for the small increase in pupils, but simply enlarges classes with high proportions of disadvantaged pupils from the catchment area.
50. The school believe that a reduction in the PAN will allow the school to plan more effectively for a more stable average intake of 40 with an expected small number of spaces available for additional in year pupils, both from the university area and from the final stages of the Derwenthorpe development. At present these 'in-year admissions' are often for pupils with additional needs including those with English as an Additional Language (EAL) which can present the school with additional challenges.

51. A PAN of 45 would help limit the potential for excessive increases in pupil numbers at one school causing in-year disruption to some classes and putting pressure on the staffing structure without bringing with it sufficient funds to create additional classes.
52. The school feel that they do not have the staffing to support a PAN larger than 45 unless a new class structure and associated staffing structure can be maintained within a larger budget.
53. Being a split-site school is not fully compensated for within the school budget as staffing and building costs to support two buildings are in excess of the associated funding that is received for this purpose. This situation then places additional pressure on the school's revenue expenditure in maintaining two sites, which only further reduces the amount of funding available for teaching and learning.
54. The Governing Body are pursuing a Single Site Policy which they believe at present can accommodate most children based on average year group numbers of 38-43 per year group. The school wish to accommodate all Early Years provision on the Leyes site and have arranged some funding support from Ebor MAT (prior to the school joining this Trust in 2018) in order to develop the rest of the site into a Training Centre and Team Base for the Ebor MAT.
55. The school have in their consultation response committed to review this should numbers and/or demand increase again in the future; 'if numbers grow in future, we can expand back on the Leyes site and consider restoring the PAN to a higher number in consultation with local schools and the LA'.
56. Osbaldwick Primary School is located in Primary Planning Area 8, which contains 8 schools in the east of the city, 2 of which do not maintain catchment areas. There are two schools – Osbaldwick Primary School and St Lawrence's CE Primary Academy that currently have significant capacity in Reception. The forecast pupil numbers for this area show a current surplus of 21 places lowering to a small deficit of 9 places by 2022/23. This surplus and deficit is across all 8 schools. Several of these local schools have in recent years had conversations with officers regarding expanding the numbers of pupils they admit, so additional places may be available in the longer term. Equally, the commitment of Osbaldwick Primary School as in paragraph 55 to expand back to a PAN of 60 if this was necessary provides some flexibility should

there be a growth in pupil numbers and/or increased preferences for this school.

- 57. On balance, officers recommend that the decrease be approved for all these reasons above.
- 58. 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

- 59. The following change in PAN have been proposed by voluntary aided and academy schools, who are their own admissions authorities.

School	Proposal
Archbishop Holgate's CE School	Increase PAN from 243 to 270

Analysis – Archbishop Holgate's CE School

- 60. The Academy had informed the LA at the start of the consultation process of a change in PAN from 243 (within 9 forms) to 270 (within 10 forms). This will be the second year the academy have formally increased the PAN by one form.
- 61. This increase reflects the aspirations of the academy to grow as well as to help the academy accommodate additional demand. This demand is currently mainly from outside their catchment area, but in future years these additional places will help meet demand from within the catchment area. The academy often admits above its PAN to accommodate increasing numbers of children in Year 7. In 2016 the academy offered over 270 places with 10 forms, and in 2017 the academy offered 300 places in 11 forms. Through further conversations with the academy, officers expect a similar number of places to be offered this year.
- 62. The LA is not aware of any consultation responses regarding this increase, and has through sharing information with neighbouring LAs, made East Riding of Yorkshire LA aware of the increase. Many of the children admitted over the PAN each year are resident

in the East Riding, though current data shows that this number has fallen in the past 12 months.

Council Plan

63. **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.
64. **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.
65. **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

66. There are no direct financial implications for schools or the LA resulting from determination of published admission numbers for September 2019.

Human Resources

67. There are no HR implications.

Equalities

68. There are no implications relating to equalities.

Legal

69. 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.

70. 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.
71. 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.
72. 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.
73. 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

74. There are no Crime and Disorder implications.

Information Technology (IT)

75. There are no IT implications.

Property

76. There are no property implications.

Other Implications

77. There are no other implications.

Risk Management

78. No direct implications.

Contact Details

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	Report approved	√	Date 13/12/17
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Wards Affected:			All ✓
For further information please contact the author of the report			

Background Papers

None

Annexes

Annex A	2019/20 Proposed Published Admission Numbers
Annex B	2019/20 Coordinated admissions scheme – applying to start infant or primary school
Annex C	2019/20 Coordinated admissions scheme – applying to start junior school
Annex D	2019/20 Coordinated admissions scheme – applying to start secondary school

Annex E	2019/20 Admissions policy – City of York Council community and voluntary controlled infant and primary schools
Annex F	2019/20 Admissions policy – City of York Council community and voluntary controlled junior schools
Annex G	2019/20 Admissions policy – City of York Council community and voluntary controlled secondary schools
Annex H	2019/20 Admissions policy – All Saints RC Aided School
Annex I	2019/20 Admissions policy – Archbishop Holgate’s CE Academy
Annex J	2019/20 Admissions policy – Ebor Academy Trust
Annex K	2019/20 Admissions policy – Heworth CE Primary Academy
Annex L	2019/20 Admissions policy – Hope Learning Trust
Annex M	2019/20 Admissions policy – Huntington Primary Academy
Annex N	2019/20 Admissions policy – Manor CE Academy
Annex O	2019/20 Admissions policy – Our Lady Queen of Martyrs RC Aided Primary School
Annex P	2019/20 Admissions policy – Pathfinder Multi Academy Trust
Annex Q	2019/20 Admissions policy – South Bank Academy Trust
Annex R	2019/20 Admissions policy – St Aelred’s RC Aided Primary School
Annex S	2019/20 Admissions policy – St George’s RC Aided Primary School
Annex T	2019/20 Admissions policy – St Lawrence’s CE Primary Academy
Annex U	2019/20 Admissions policy – St Wilfrid’s RC Aided Primary School
Annex V	2019/20 Admissions policy – Wheldrake with Thorganby CE Aided Primary School

Annex W	2019/20 Admissions policy for Year 12 entry – All Saints RC Aided School
Annex X	2019/20 Admissions policy for Year 12 entry – Archbishop Holgate’s CE Academy
Annex Y	2019/20 Admissions policy for Year 12 entry – Fulford School
Annex Z	2019/20 Admissions policy for Year 12 entry – Huntington School
Annex AA	2019/20 Admissions policy for Year 12 entry – The Joseph Rowntree School