

**Local Authority Report**

**To**

**The Schools Adjudicator**

**From**

**Bradford Local Authority**

**30 June 2018**

**Report Cleared by (Name & Title): Yasmin Umarji, Acting Deputy Director**

**Date submitted: 23rd July 2018**

**By (Name & Title): Rachel Phillips, Strategic Lead - Admissions**

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**Please email your completed report to:** [**osa.team@osa.gsi.gov.uk**](mailto:osa.team@osa.gsi.gov.uk) **by 30 June 2018 and earlier if possible**

**Introduction**

Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Adjudicator then includes a summary of these reports in her annual report to the Secretary for State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.23 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other issues. The report **must** be returned to the Office of the Schools Adjudicator by **30 June 2018**.

The report to the Secretary of State for 2017 highlighted that at the normal points of admission the main admissions rounds for entry to schools work well. The Chief Adjudicator expressed less confidence that the needs of children who need a place outside the normal admissions rounds were so well met. In order to test this concern, local authorities are therefore asked to differentiate their answers in this year’s report between the main admissions round and in year admissions[[1]](#footnote-2). The order of this template for the annual report by local authorities reflects this.

**Information requested**

1. **Normal point of admission**
2. **Determined arrangements**
3. Please specify the date your local authority determined its arrangements for admissions in 2019 for its voluntary controlled and community schools. Please state if this question is not applicable as there are no voluntary controlled or community schools in the local authority area.

06/03/18

1. Please specify the date the determined arrangements for voluntary controlled and community schools were published on the local authority’s website. Say if not applicable.

07/03/18

1. What proportion of arrangements for own admission schools was provided to the local authority by 15 March?

Not applicable None Minority Majority All

|  |  |  |  |
| --- | --- | --- | --- |
|  | Primary including middle deemed primary | Secondary including middle deemed secondary | All through |
| 1. How many sets of admission arrangements of schools that are their own admission authority were queried directly by your local authority because they were considered not to comply with the Code? | 2 | 1 | 0 |
| 1. If, when you considered arrangements for own admission authority schools for 2019, you had any concerns about Code compliance, please indicate which paragraphs of the Code you thought were mainly being breached.   Schools are unaware of their duty to consult/determine/publish their policy  School do not publish their policy on their website. Many would not have one available to give to a parent if requested.  Some do not allocate places in accordance with the policy, they allocate the way they believe places should be allocated, which is not always the same thing. | | | |
| 1. Further comment: please provide any comments on the determination of admission arrangements not covered above.   Academies and free schools do not seem to understand that they are responsible for their own admission arrangements, especially primary schools and believe they can admit children whenever they want. | | | |

1. **Co-ordination**
2. Provision of rankings: what proportion of own admission authority schools provided their rankings correctly undertaken by the agreed date?

Not applicable None Minority Majority All

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| --- | --- | --- | --- | --- |
| How well did co-ordination of the main admissions round work? | Not well | A large number of small problems or a major problem | Well with few small problems | Very well |
| 1. Reception |  |  | X |  |
| 1. Year 7 |  |  | X |  |
| 1. Other relevant years of entry |  |  |  |  |
| 1. Please give examples to illustrate your answer:   Issues with primary schools allocating places in a way that is not what their policy actually says but the way they interpreted it.  LA has no jurisdiction over allocation of faith places so no idea if baptismal certificates are provided to school or not.  Fair banding and Random allocation – overseen by whom? | | | | |

1. **Looked after and previously looked after children**
2. How well do admissions arrangements in your local authority area serve the interests of looked after children at normal points of admission?

Not at all Not well Well Very well  Not applicable

* + 1. How well do the admission arrangements in other local authority areas serve the interests of your looked after children at normal points of admission?

Not at all Not well Well Very well  Not applicable

* + 1. How well do admission arrangements in your local authority area serve the interests of previously looked after children at normal points of admission?

Not at all Not well Well Very well  Not applicable

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| --- |
| * + 1. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:   Schools are very open to admitting LAC children at the normal points of entry, unless their requests are late and they have to go over PAN.  In Year admissions are less easy, especially as they cannot be placed through FAP and are vulnerable and sometimes challenging students with attendance and behaviour issues that have to be admitted on top of PAN and EHCP and FAP.  Previous experience of placement through FAP is quicker and schools more open to admit as they are ‘counted’ as FAP. Gives a forum for discussion regarding the number of placements and feedback for the Virtual School. |

1. **Special educational needs and disabilities**
   * 1. How well served are children with disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school at normal points of admission?

Not at all Not well Well Very well Not applicable

* + 1. How well served are children with disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs at normal points of admission?

Not at all Not well Well Very well Not applicable

iii. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement.

We can only give priority if parents provide evidence. Unfortunately they rarely do. Asthma, Diabetes and Autism amongst the most cited conditions wanting priority.

Some schools do not have a priority for disability/sen without an EHCP in their policy, despite being asked to do so.

1. **In year admissions**
2. **The number of in year admissions.** We are asking for two years’ data for comparative purposes. If you do not have the data for the year 1/9/16 to 31/8/17 available, please still provide the data for 1/9/17 to 31/3/18.

|  |  |  |
| --- | --- | --- |
| i. | Primary aged children | Secondary aged children |
| Number of in year admissions between 1/9/17 and 31/3/18 | 4127 | 1964 |
| Number of in year admissions between 1/9/16 and 31/8/17 | 4182 | 1866 |
| The reasons for children seeking in year admission will vary across the country. What do you consider to be the main reasons in your area? | **Mobility into the City and across the City from other parts of the UK and from abroad** | **Mobility into the City and across the City from other parts of the UK and from abroad** |

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| --- |
| * + 1. The Code requires the setting of a published admission number (PAN) for each normal year of entry. In the annual reports for 2017 several local authorities referred to problems in relation to in year admissions when schools which are their own admission authority refuse to admit applicants even if the year group concerned contains fewer children than the relevant PAN suggested could be accommodated. This was referred to sometimes as ‘capping’ in-year admissions and local authorities observed that it reduced the number of places available below that anticipated by the local authority. Please comment on your experience as a local authority.   Informal capping is only allowed if agreed with the LA in advance to enable schools to manage budgets where they have seen a drop in admissions. Usually in primary schools. Secondary schools have not been agreed capping due to the need for places across the City, even though staffing and budgets cannot support the relevant PAN. To agree to a cap would mean children with no school places in some circumstances. |

1. **Co-ordination of in year admissions**
   * 1. To what proportion of community and voluntary controlled schools does the local authority delegate responsibility for in year admissions?
        1. Primary: Not applicable None Minority Majority  All
        2. Secondary: Not applicable None Minority Majority  All
        3. All-through: Not applicable None Minority Majority  All

d) What do you consider to be the advantages and disadvantages of delegating responsibility for in year admissions (where applicable)?

* + 1. For what proportion of own admission authority schools does the local authority co-ordinate in year admissions?
       1. Primary: ☐Not applicable None Minority Majority  All
       2. Secondary: Not applicable None Minority Majority  All
       3. All-through: Not applicable None minority Majority  All

d) What do you consider are the advantages and disadvantages of the local authority co-ordinating in year admissions (where applicable)?

Co-ordinating leads to children in school quicker, parents not having to go

from school to school trying to find a place, parent’s rights e.g. appeals are

adhered to. Language issues can be addressed and other services offered.

Parents are offered places where they exist in accordance with the Code.

Cherry picking is limited. Safeguarding is increased as all parents apply to the

LA.

1. **Looked after children and previously looked after children**
   * 1. How well do in year admission arrangements in your local authority area serve the interests of looked after children?

Not at all Not well Well Very well  Not applicable

* + 1. How well do the in year admission arrangements in other local authority areas serve the interests of your looked after children?

Not at all Not well Well Very well  Not applicable

iii.How well do in year admission arrangements in your local authority area serve the interests of previously looked after children?

Not at all Not well Well Very well  Not applicable

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| 1. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:   Issues with Social Worker’s not applying through the LA in Bradford but having to apply to individual schools in other LAs. Schools not recognising the priority of FLAC.  Need to be clearer guidance regarding contacting a school and looking around and going through the proprer Admission channels. With Co-ordination not statutorty this can be difficult to negotiate. |

1. **Children with disabilities and children with special educational needs**
   * 1. How well served are children with disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school when they need to be admitted in year?

Not at all Not well Well Very well  Not applicable

* + 1. How well served are children with disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs when they need to be admitted in year?

Not at all Not well Well Very well  Not applicable

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| * + 1. Please give examples of good or poor practice or difficulties which support your answer, and provide any suggestions for improvement:   Schools are struggling with funding children who have not been assessed and they have no funds for assessment additional TAs or reasonable adjustments for new students.  Some schools are overwhelmed with the number of children named in their EHCPs and feel unable to meet need due to budgets. |

1. **Other children**
   * 1. How well served are other children when they need to be admitted in year?

Not at all Not well Well Very well  Not applicable

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| ii. Paragraph 3.12 of the Code - several local authorities referred to paragraph 3.12 in their annual report for 2017 stating that this was being used “*inappropriately”* by some admission authorities. Please could you comment on your experience as a local authority:  I think it is importatnt for the Protocol to meet the eneds of its schools and children. I believe that in Bradford we have that. It is a proactive Protocol which means that as we co-ordinate admissions centrally we have a good idea as to whether a child meets FAP before approaching a school. This means that we cut down some of the issues around, we can ensure a wider number of schools admit ‘hard to palce’ children in a timely manner and hope to have a better level of ‘fairness’.  Hard to place children are not just those with challenging behaviour or previously excluded and omitting LAC of FLA is unhelpful to secure a forum for quick admission, especially if there is more than one schools which would be appropriate. |

1. **Fair Access Protocol**
   * + - 1. Has your Fair Access Protocol been agreed with the majority of state-funded mainstream schools in your area?

Yes for primary

Yes for secondary

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| --- |
| * + - * 1. If you have not been able to tick both boxes above, please explain why: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * + - * 1. How many children have been admitted or refused admission under the Fair Access Protocol to schools in your area between 31 March 2017 and 31 March 2018? | | | | |
| Type of School | Number of children admitted | | Number of children refused admission | |
| Primary aged child | Secondary aged child | Primary aged children | Secondary aged children |
| Community and voluntary controlled | 107 | 41 | 12 |  |
| Own admission authority schools | 90 | 493 | 13 | 29 |
| Total | 197 | 534 | 25 | 29 |

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| * + - * 1. If a number of children have not secured school places following the use of the protocol, please indicate what provision is made for these children.   They are usually Yr6 and Yr11 so they move to secondary school and post 16 provision, depending on when they apply and are refused. |

* + - * 1. How well do you consider hard to place children are served by the Fair Access Protocol in your area?

Not at all Not well Well Very well Not applicable

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| * + - * 1. Please explain your answer giving examples of good and poor practice, successes and difficulties as appropriate.   The current protocol was introduced 12 months ago as there wasn’t a cohesive approach prior to this. The Protocol has worked well and is being consulted upon for amendments for the new academic year.  Children who arrive in Bradford who need Ed Psych Assessment, SEN support or alternative provision are also difficult to place due to the financial costs attached as well as hitting their outcomes.  Schools struggle to accept responsibility for the outcomes of KS4 and Yr 2 and Yr6 students who are new to the City, especially own admitting authorities.  Many schools are admitting above PAN and this is an additional struggle, especially if there are behaviour issues and resources required.  Behaviour and Attendance Collaboratives of Secondary schools work together in areas of the City to support each other with managed moves, readmission of PEx and the admission of students who require alternative provision. |

1. **Directions**

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| --- | --- | --- | --- | --- |
| 1. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for children in the local authority area? | | | | |
|  | Primary aged children (not looked after) | Primary aged looked after children | Secondary aged children (not looked after) | Secondary aged looked after children |
| Voluntary aided or foundation | 0 | 0 | 0 | 0 |
| 1. Please add any comments on the authority’s experiences of making directions.   We issue ‘instructions’ to all schools who refuse to admit a (not looked after) child as a pre cursor to direction and this usually suffices. | | | | |

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| --- | --- |
| 1. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for a maintained school in another local authority area to admit a looked after child? | |
| For primary aged children | For secondary aged children |
| NIL | NIL |
| 1. Please add any comments on the authority’s experiences of making directions. | |

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| --- | --- | --- | --- |
|  | How many requests to the ESFA to direct an academy to admit a child did the local authority make between 31 March 2017 and 31 March 2018? | How many children were admitted to school as a result of the request for a direction by the local authority to the ESFA between 31 March 2017 and 31 March 2018? | How many requests were outstanding as at 31 March 2018? |
| For primary aged children (not looked after) | 0 | 0 | 0 |
| For primary aged looked after children | 0 | 0 | 0 |
| For secondary aged children (not looked after) | 1 | 1 | 0 |
| For secondary aged looked after children | 0 | 0 | 0 |
| 1. Please add any comments on the authority’s experiences of requesting directions.   Schools do not refuse in writing and drag out their refusal which leads to the length of the process being exacerbated.  We need to be able to refer for direction due to a lack of response not just once a response in writing ahs been received. | | | |

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| 1. Any other comments on the admission of children in year.   Co-ordination needs to be statutory, it is the only way LAs can safeguard children and assist parents to get into a school as quickly as possible. LA’s should be able to make allocations to schools that have places, regardless of their status when FAP is not a consideration.  All schools should be made statutorily to give a correct and truthful account of their numbers on roll and not tell parents places exist or don’t exist based on information other than the school roll.  Whilst not statutory schools will continue to pick and choose who they allow to apply, especially in primary school. Not all parents are given their legal rights to appeal by schools that refuse to co-ordinate. |

1. **Pupil, service and early years pupil premiums (the premiums)**

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| --- | --- | --- | --- |
| 1. How many community or voluntary controlled schools in the local authority area will use a premium as an oversubscription criterion for admissions in 2019? | Primary including middle deemed primary | Secondary including middle deemed secondary | All through |
| Pupil premium | 0 | 0 | 0 |
| Service premium | 0 | 0 | 0 |
| Early years pupil premium | 0 | 0 | 0 |
| Total number of schools using at least one premium in their oversubscription criteria | 0 | 0 | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | How many own admission authority schools in your area will use one of the premiums as an oversubscription criterion for 2019? | Total number of own admission authority schools using at least one of the premiums in their over subscription criteria for 2019 |
| Primary including middle deemed primary | Early years | 0 | 0 |
| Pupil | 0 |
| Service | 0 |
| Secondary including middle deemed secondary | Pupil | 0 | 0 |
| Service | 0 |
| All through | Early years | 0 | 0 |
| Pupil | 0 |
| Service | 0 |

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| 1. Do you have any further comments on the use of premiums?   Schools choose not to use this as a criteria this may have a connection with perceived outcomes for children on this type of funding. |

1. **Electively home educated children**
2. How many children were recorded as being electively home educated in the local authority area on 29 March 2018?

529

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| --- |
| 1. Any comments to make relating to admissions and children electively home educated?   Bradford has seen a 63% rise over two years in pupils who are Electively Home Educated and feel there is an urgent need to review and update guidance giving Local Authorities more power to see children within their home environments to assist in determining if education provision is efficient and suitable.  In addition there should be a ‘cooling off’ period to ascertain if a child is being removed from roll for a lifestyle choice (EHE) or for reasons which will mean the child will not receive education at home or otherwise. |

1. **Other matters**

Are there any other matters that the local authority would like to raise that have not been covered by the questions above?

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| Funding continues to be the biggest issue ins schools and in the LA to support students who have needs.  Outcomes is one of the other biggest barriers to admission and schools refusing to readmit a student (results not staying with the home school) or threatening to Pex if they do return.  There is no financial recognition of the high levels of mobility that we, as a City, experience in our schools. |

1. **Feedback on the Local Authority Report template**

In previous years we have asked for feedback on the process of completing the template in the following November to inform what is asked in the following year. We are aware that it may be easier to provide feedback on providing information for the annual report at the time rather than later. We would therefore be grateful if you could provide any feedback on completing this report to inform our practice for 2019.

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| First year we have not returned by deadline, apologies. Template was fairly easy to fill in but information was required from an array of different sections which made it less straight forward and more time consuming with chasing etc. |

Thank you for completing this template.

Please return to Lisa Short at [OSA.Team@osa.gsi.gov.uk](mailto:OSA.Team@osa.gsi.gov.uk) by 30 June 2018

1. By in year we mean admission at the start of any school year which is not a normal point of entry for the school concerned (for example at the beginning of Year 2 for a five to eleven primary school) and admission during the course of any school year. [↑](#footnote-ref-2)