



LEEDS ADMISSIONS FORUM

Meeting to be held in on
Wednesday, 15th June, 2011 at 4.00 pm

MEMBERSHIP

COUNCILLORS

Councillor Peter Gruen
Councillor J Dowson

PARENT

Mrs L Bryan - High School
Mrs S Knights - Primary School

LOCAL COMMUNITY REPRESENTATIVES

Mrs S Horfolk - Leeds Primary Care Trust
Mr R Hamilton - Black Governors Information Network
Mr R Raj - Muslim Community
Vacancy -

DIOCESAN AUTHORITIES

Mrs B Sice - RC Diocese
Mrs F Beevers - York, Bradford, Ripon &
Leeds CE Diocese

SCHOOLS

Mr J Daulby - Community School
Ms F Woolaston - Community School
Mrs H Lewis - Jewish (Aided)
School
Mr Wood - Aided School
Mr R Madeley - Controlled School
Vacancy - Foundation School

ACADEMY

Mr P Forbes - David Young
Academy

OTHER MEMBERS

Ms A Moorehouse
Ms A Williamson

COLLEGE MEMBERS

Mr A Warning – Joseph Priestley College

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1	CHAIR'S OPENING REMARKS To receive any opening comments from the Chair	
2	APOLOGIES FOR ABSENCE To receive apologies for absence (If any)	
3	UPDATE ON MEMBERSHIP - LEEDS ADMISSION FORUM To receive an update of the membership of the Leeds Admission Forum: Appointments, Resignations and Outstanding Vacancies (Secretary to the Forum to provide a verbal update)	
4	MINUTES OF THE PREVIOUS MEETING To consider the minutes of the previous meeting held on 1 st March 2011 (Copy attached)	1 - 8
5	MATTERS ARISING FROM THE MINUTES To consider any matters arising from the minutes	
6	CHALLENGING AND VULNERABLE CHILDREN'S SUB COMMITTEE To consider the minutes of the Challenging and Vulnerable Children's Sub Committee held on 24 th May 2011 (Copy attached)	9 - 12

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11	<p data-bbox="252 1574 1126 1592">DRAFT REPORT TO THE SCHOOLS ADJUDICATOR 2011</p> <p data-bbox="252 1659 1257 1771">To consider and offer comment on the draft report by the Director of Children's Services which will form the basis of a report to the Schools Adjudicator</p> <p data-bbox="252 1805 507 1845">(Report attached)</p>	37 - 68

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13	<p data-bbox="252 607 903 647">ADMISSION FORUM WORK PROGRAMME</p> <p data-bbox="252 710 1235 786">To receive the Forum's Work Programme for the period 2011/12 and consider if further adjustments are required to the programme</p> <p data-bbox="252 822 488 862">(Copy attached)</p>	73 - 74
14	<p data-bbox="252 920 620 960">ANY OTHER BUSINESS</p> <p data-bbox="252 1028 751 1068">To consider other business (if any)</p>	
15	<p data-bbox="252 1128 815 1169">DATE AND TIME OF NEXT MEETING</p> <p data-bbox="252 1234 1318 1310">To note that the next meeting of the Forum will take place on Tuesday 15th November 2011 at 4.00pm in the Civic Hall, Leeds</p>	

Agenda Item 4

Leeds Admissions Forum

Tuesday, 1st March, 2011

PRESENT: Mrs S Knights in the Chair

Councillor J Dowson – Leeds City Council
Mrs S Norfolk – Leeds Primary Care Trust
Ms F Woolaston – Community School
Ms A Williamson – Choice Advice Service

In Attendance

Mrs V Buckland – Education Leeds
Ms Simms – Education Leeds
Mrs A Oldroyd – Legal Services
Mrs J Lounds – Legal Services
Mr J Grieve – Governance Services

40 CHAIR'S OPENING REMARKS

The Chair welcomed everyone to the March meeting of the Leeds Admission Forum

41 APOLOGIES FOR ABSENCE

Apologies for absence were received from: Councillor P Gruen, Mrs L Bryan, Mr R Raj, Mr J Daulby, Mr P Forbes, Mrs Beevers, Mr R Hamilton and Mr R Madelely

QUROM

The Clerk reported that with only five Members in attendance the meeting was inquorate

It was the wish of Members that the meeting continued as scheduled, any decisions made at today's meeting being ratified later when the meeting was quorate

42 UPDATE ON MEMBERSHIP - LEEDS ADMISSION FORUM

The Secretary to the Forum reported that currently, there were two outstanding vacancies; one was for a Foundation School representative, and it was reported that nominations were being sought. The second vacancy was in the Local Community Category. At the last meeting it was suggested that a SEN representative occupy this vacancy, this suggestion was currently being explored by Officers.

43 MINUTES OF THE PREVIOUS MEETING

The minutes of the previous meeting held on 15th February 2011 were accepted as a true and correct record

Draft minutes to be approved at the meeting
to be held on Tuesday, 14th June, 2011

44 MATTERS ARISING FROM THE MINUTES

There were no issues raised under matters arising

45 CHALLENGING AND VULNERABLE CHILDREN'S SUB COMMITTEE

The minutes of the Challenging and Vulnerable Children's Sub Committee held on 16th February 2011 were submitted for information and comment.

In passing comment the Chair suggested that the introduction of the new Education Act may have implications for the future operation of the Sub Committee but at this stage it was too early to speculate.

RESOLVED – That the contents of the minutes be noted

46 UPDATE FROM THE CHALLENGING AND VULNERABLE CHILDREN'S SUB COMMITTEE ON THE OPERATION FAIR ACCESS PROTOCOLS

Members considered a report by the Director of Children's Services which provided an update on the operation of the Fair Access Panels and the admission of children during the academic year 2010/11

The Chair said that the report had been discussed at the recent Challenging and Vulnerable Children's Sub Committee

RESOLVED – That the contents of the report be noted

47 FAIRNESS OF ADMISSIONS POLICIES SUB COMMITTEE

The minutes of the inaugural meeting of the Fairness of Admissions Policies Sub Committee held on 16th December 2010 and a subsequent meeting held on 3rd February 2011 were submitted for information and comment.

Mrs V Buckland, Head of Service, School Access Service referring to the meeting held on 3rd February 2011, said that the Garforth Academy Admission Policy and also the Update on Annual Consultation on Admission Arrangements for September 2012 had been discussed at length

RESOLVED – That the Minutes of the Fairness of Admissions Policies Sub Committees held on 16th December 2010 and 3rd February 2011 be received and noted

48 INITIAL PREFERENCE SUMMARY FOR SEPTEMBER 2011

Members considered a report by the Director of Children's Services which provides an indication of the initial preferences and the impact on demand for September 2011

In providing background information, Mrs V Buckland reported that entry into secondary school in September 2011 and September 2012 was expected to be the

smallest cohorts of children in the City. There were about 300 fewer children applying this year for year 7 places. The government introduced a national closing date for applications for both primary and secondary applications. Whilst the national offer day for secondary remains 1st March, the closing date for applications for primary is not until 15th January, putting the offer date to 20th April this year. There was no national primary offer day but it was likely to be mid April each year.

Main Issues

Secondary

Education Leeds had been able to offer 86% of parents their first preference school, an increase of 2% from last year. Of the 779 parents who had not been given their first preference, over a quarter of them were asking for Roundhay. Despite being advised that they were not likely to be offered a place, parents continued to ask for the school. In these cases parents are very strongly advised to be realistic with at least one of their preferences. The other most oversubscribed schools were Abbey Grange, Allerton High and Pudsey Grangefield.

All children who expressed a preference for their nearest school were able to be offered one. Many traditionally popular schools were not full this year due to the small cohort entering year 7. Approximately 100 children did not express any preference despite advising their primary schools and follow up work by the Choice Adviser. A further 200 parents who did express a preference were not able to be allocated any of them. None of these families asked for their nearest school as one of their preferences. There were a total of 7624 places allocated.

Primary

At this stage only preliminary overview can be provided. Approximately 8200 preferences were received, which is similar than this time last year. However the closing date last year had been October and a great deal of chasing up had taken place by February. This year due to the later closing date, the chasing up the remaining preferences is only just beginning .

At present a similar number of schools were oversubscribed to that as last year. There were a number of schools where it would be expected to see more preferences, the Admission Team would shortly be contacting all nurseries with children known to be on their roll who had not yet expressed a preference.

In conclusion Mrs Buckland said secondary demand had fallen and there were no areas of the city where nearest children were unable to gain a place. Birth rates were rising for Reception and due to legislative changes the offer day would not be until 20th April so detailed information was not yet available.

RESOLVED –

- (i) That the contents of the report be noted
- (ii) That a further report providing a update be brought to the next Forum meeting.

49 UPDATE ON THE ANNUAL CONSULTATION ON ADMISSION ARRANGEMENTS FOR SEPTEMBER 2012

Members considered a report by the Director of Children's Services which provided an update on the responses to the consultation on Admission Arrangements for September 2012.

In addressing the report Mrs Buckland said that the consultation was seeking views on the following issues:

- **Coordinated scheme – primary and secondary.** The coordinated scheme primarily affects the sharing of information with other local authorities and own admission authority schools. Much of it is guided by national closing dates and the national offer day for secondary. Of the 105 responses received by the deadline, 31 responded to the question on the coordinated scheme. Of these 29 were in agreement and two against. The two who were not in favour were not own admission authority schools or local authorities.
- **Coordinated scheme – in year.** From January 2010 each local authority should have in place a published coordinated scheme for in year transfers. The coordinated schemes specifies how an admission authority would deal with applications and the timeframes for response. There were 34 responses of which one was 'ambivalent', 27 were in favour, four against and two did not specify but made comments about needing to ensure the applications were dealt with swiftly.
- **In-year Waiting Lists.** There were 52 responses to the question of whether to hold in year waiting lists. Of these 43 were in favour and nine against. Six of those in favour and two of those against were from own admission authority schools who could choose for themselves whether or not they wished to operate a waiting list. 23 responses were from parents; one was against and 22 in favour.
- **Changes to the sibling priority at secondary school.** There were 58 responses to the question of whether priority should be for 'nearest siblings', 'nearest', other siblings, then other children by distance. Last year no children would have been affected by this change in policy. Again this year there would not have any affect as all children applying for secondary school had been able to be offered their nearest school if they asked for it. As birth rates rise the situation wouldl change and the issue would become one of fairness.

There were 22 respondents in favour of changing and 36 who were opposed. Parents accounted for 33 of the responses. Ten parents were in favour and 24 were against.

Of the comments received those in favour felt the change would be fairer to everyone and stated that children were more independent, were inclined to travel to school on their own, and the issue of having children at more than one school had to be overcome when the oldest child moved to secondary school anyway. Those against were concerned about building a relationship with the school, and felt it would be unfair if they had to consider sending their children to different schools if they moved house.

- **Changing the sibling priority at primary level.** This item attracted the greatest level of response with 98 submissions. Of these 14 were in favour and 84 were against. Parents accounted for 68 of the responses with five in favour, and 63 against.

It should be noted that an analysis showed that such a change would have affected only 36 children last year, out of 2700 siblings. Of the 2403 that had already applied this year 31 had not asked for the same school as their older sibling as the first preference. This is the typical proportion each year.

- **Changes to school admission numbers:**

Primary	Current A/L	Proposed A/L	
Middleton St Mary's	50	60	1 objection from a local resident
Middleton Phillips	25	30	
Micklefield Primary	30	20	
Corpus Christi Primary	50	45	
Oulton Primary	50	60	
*Richmond Hill Primary	60	90	
Wykebeck Primary	45	60	
Bracken Edge	45	60	
Cottingley Primary	40	45	
Secondary			
Allerton High	180	185	
Rodillian	210	240	1 objection from a local school about affects on others

105 responses had been received, compared to 11 last year. These comprise 70 from parents, 20 from governing bodies or head teachers, seven from own admission authority schools, three from appeal panel members, two from elected members, and one each from a Diocese, a member of school staff and a local resident. With regard to admission number changes there were only two comments opposed to any of the changes.

A local resident had objected to the expansion of Middleton St Mary's, and had also objected to the planning department regarding some building work at the school.

There was both need for and demand for the additional places the school are looking to offer. It was proposed to proceed with the increase and allow the planning process to appropriately deal with the objections raised regarding transport and residential issues

There had been one objection to the increase at Rodillian from a local school. It was the view of Officers that demographically no increase was required in secondary places in the area in 2012, and the request to increase had come from the school. Education Leeds were aware of issues with staff parking in bus bays at the school and had received a written assurance from the Headteacher that this would be resolved. However, the issue may require planning permission for additional parking, and it was too early to know whether this would be likely to be granted. On balance it would be prudent to turn down the request for an increase until such time as the issue with parking was resolved and the need for places arises. It would be possible for the school to request additional pupils in September 2012 without an increase in their admission number, should such demand exist and should the issue with the bus bays be resolved. The school could then formally request a permanent increase for September 2013.

RESOLVED –

- (i) That no view be offered in respect of the Coordinated scheme - Primary and Secondary Schools
- (ii) That no view be offered in respect of the Coordinated scheme - In year
- (iii) To support the proposals for an In-Year Waiting List
- (iv) That no view be offered in respect of the changes to the sibling priority at Secondary School
- (v) That the Forum do not support a change to the sibling priority at Primary level.
- (vi) To support the proposed changes to school admission numbers as set out in section 3.11 of the submitted report

(The Chair declared a personal interest in (vi) above, her son was currently a pupil at Allerton High School, one of the schools proposing changes to the school admission numbers. The Chair did not take part in the discussion or voting thereon)

50 MIGRATION OF CHILDREN FROM COLTON TO PRIMARY SCHOOLS WITHIN GARFORTH

Members received an update from the Director of Children's Services on the migration of children from the Colton area to Primary Schools in Garforth

Mrs Buckland reported that over the past academic, year 2 pupils from the Woodlesford area and 4 pupils from the Rothwell area had transferred to Primary schools in Garforth, no transfers had been made from the Colton area.

In summing up the Chair said that children transferring from Colton Primary Schools to Primary Schools within Garforth no longer appeared to be an issue.

RESOLVED –

- (i) That the contents of the report be noted
- (ii) That transfers to Primary schools within the Garforth area continue to be monitored

51 INTEGRATION OF EDUCATION SERVICES

Members considered a report by the Director of Children's Services which provided an explanation as to how the Education Service would be integrated as a function into the Department of Children's Services and the continued support of the Admission Forum

In providing background information Mrs Buckland said Education Leeds was a private company wholly owned by Leeds City Council. It had been in existence for the last ten years and the contract was due to end on 31st March 2011.

Mrs Buckland said that Schools Admissions were a statutory function which must be carried out by the local authority. As such there are no fundamental changes expected to take place as a consequence of Education Leeds re-entering Leeds City Council. There were a small number of changes outlined in the recent Education Bill which had recently had its second reading in the House of Commons. The most significant changes affecting the Admission Forum would be that the body would no longer be statutory. Should the Education Bill be enacted in its current form then the local authority would have to decide whether to continue with an Admission Forum.

A questionnaire from Comprehensive Future (the campaign for fair school admission policies in England) had been sent to all Chairs of Admission Forums.

Further changes were anticipated as the government had indicated that they would be bringing forward a new School Admissions Code for consultation in the spring. Details were not yet available. For the foreseeable future Admissions Forum would continue to receive the same level of input and support from the Admission team as it currently does.

RESOLVED – That the contents of the report be noted

52 ADMISSION FORUM WORK PROGRAMME

Members received and considered the Forum's Work Programme for 2011/12

RESOLVED –

- (i) To note the scheduled Work programme for 2011/12
- (ii) To update the Work Programme to reflect the decisions made at today's meeting

53 ANY OTHER BUSINESS

There were no issues raised under any other business

54 DATE AND TIME OF NEXT MEETING

RESOLVED – To note that the next meeting of the Forum will take place on Tuesday 14th June 2011 at 4.00pm in the Civic Hall, Leeds.

Challenging and Vulnerable Children Sub Committee

Tuesday, 24th May, 2011

PRESENT: Councillor Mrs S Knights in the Chair

Councillors P Gruen, Mr R Hamilton, Ms S Norfolk and Ms A Moorehouse

In Attendance:

Mrs R Phillips- Children's Services
Miss J Andrew- Children's Services
Mrs A Oldroyd – Legal Services
Mrs S Wallace- Governance Services

48 APOLOGIES FOR ABSENCE

Apologies for absence were received from Mr P Forbes

49 CHAIR'S OPENING REMARKS

The Chair welcomed everyone in attendance and extended a special welcome to Sophie Wallace from Governance Services who was the new clerk to the Sub Committee.

50 MINUTES OF THE PREVIOUS MEETING

The minutes of the previous meeting, held on 16th February 2011 were submitted for comment and approval.

RESOLVED- That the minutes of the meeting held on 16th February 2011 be accepted as a true and correct record

51 MATTERS ARISING FROM THE MINUTES

There were no issues raised under Matters Arising from the Minutes

52 UPDATE ON FAIR ACCESS PROTOCOLS

The Sub Committee considered a report by the Director of Children's Services which provided an update on the operation of the Fair Access Panels and the admission of children during the academic year 2010 / 11.

Addressing the report, Mrs R Phillips, Fair Access Manager, Children's Services reported that the operation of Fair Access Panels was working well. Secondary Panels continued to sit on a monthly basis to consider parental preferences. There had not been any directions to schools so far this academic year and all young

Draft minutes to be approved at the meeting
to be held on Tuesday, 1st November, 2011

people who had been discussed at Panel, who did not have a school place, had been offered one.

There was a discussion as to how the Fair Access Panels process worked, and which Head Teachers attend which Fair Access Panels.

Mrs Phillips informed the Sub Committee that the publication of the School Admissions Code was being awaited, and until this happened it was not possible to see how it may impact on the work of the Admissions Team or the work that they currently do.

RESOLVED - That the update on the Fair Access Protocols be noted

53 REPORT ON THE ADMISSION OF "LOOKED AFTER CHILDREN"

The Sub Committee considered a report by the Director of Children's Services which provided a summary of the trends in the admissions of looked after children seeking in-year transfers either between Leeds schools or from out of area placements into Leeds schools.

Addressing the report, Mrs R Phillips, Fair Access Manager, Children's Services informed the Sub Committee of the work that was being done by Children's Services with regard to Challenging and Vulnerable Children.

In passing comment, Cllr Gruen said that it appeared that Children's Services were doing excellent work, but that this was not widely publicised, and asked that Nigel Richardson, Director of Children's Services, be invited to attend a future meeting of the Leeds Admissions Forum with a view to explaining the challenges and achievements of Children's Services in Leeds.

RESOLVED-

- (i) That the contents of the report be noted
- (ii) That this report be presented at the next meeting of the Leeds Admissions Forum
- (iii) That Mr Nigel Richardson, Director of Children's Services, be invited to attend a future meeting of the Leeds Admissions Forum with a view to explaining the challenges and achievements of Children's Services in Leeds.

54 CHILDREN MISSING EDUCATION

The Sub Committee considered a report by the Director of Children's Services which provided an update on Children Missing From Education during the period September 2010 and March 2011.

Addressing the report, Miss J Andrew, Head of Service, Attendance Strategy Team, Children's Services informed the Sub Committee that between September 2010 and

March 2011, the Children Missing Education Team received 578 new referrals. This compared to 621 new referrals for the same period in the previous year. 229 of the referrals received in 2010/11 were referred by the Attendance Strategy Team, and 106 were referred directly by schools. During this period, the Attendance Strategy Team were able to close 415 of these new cases, with 26.3% of these closed cases being successfully placed on the roll of a school.

There was a discussion about the methods used and information available to the Attendance Strategy Team to use in locating Children Missing Education. Miss Andrews informed the Sub Committee of the information given to schools with regard to Children Missing Education, including when it is permissible to remove a child from the school roll. There was a discussion around the outcomes for particular groups of Children Missing Education, including Traveller Children.

RESOLVED - That the update on Children Missing Education be noted.

55 FORWARD WORK PROGRAMME

RESOLVED –

- (i) To note the scheduled Work Programme for 2011 / 12
- (ii) To update the Work Programme to reflect the decisions made at today's meeting

56 DATE AND TIME OF NEXT MEETING

RESOLVED – That the next meeting of the Sub Committee be arranged for Tuesday 1st November 2011 at 4.00 p.m. in the Civic Hall, Leeds

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Report of Admissions Team, School Access Service, Children's Services

Report to Leeds Admissions Forum

Date: 15th June May 2011

Subject: Update by the Admissions Team on the Fair Access Panels and the admission of children during the academic year 2010/11.

Report author: Rachel Phillips

Contact telephone number: 0331 2243323

Does the report contain information which has been identified as confidential or exempt?

Yes (if exempt, please see the public interest test in section 4)
Relevant section of the report:
In accordance with Access to Information Procedure Rule:

No, this report does not contain information identified as confidential or exempt.

Is the decision eligible for call-in? Yes No – exempt Not applicable

Background

The Fair Access Panels (Secondary) continue to sit on a monthly basis to consider parental preferences. There have not been any directions to schools this academic year and all young people who have been discussed at Panel, who do not have a school place, have been offered one.

The Fair Access Panels for Primary schools continue to sit as and when required and the Fair Access Officer procures, wherever possible, a resolution without a Panel.

Schools continue to develop stronger relationships both within and outside of their own Wedges. This has enabled them to offer more 'managed moves' for young people, for a variety of reasons who may benefit from a 'fresh start' or because they believe that a change of school is the answer to an issue they are experiencing.

The Panels continue to operate with the uncertainty that exists with regards to long term funding. The Area Inclusion Partnership's (AIP) have been funded for a further 12 months which has allowed the Panels to find funds to support some of the placements made through Panel e.g. Yr11 alternative provision. However, there are concerns as to how they will operate effectively after this time and how a move to 3 areas will affect their ability to continue to be cohesive and inclusive. Although Behaviour Partnerships are no longer enshrined in legislation schools appear to embrace the model and the relationships that have been fostered to continue to move forward, especially in light of the new Academies that are appearing in Leeds.

We still await the publication of the Schools Admissions Code which may have an impact on Fair Access and the way that Leeds implements this across the City. However, until the release of the Code we are unable to see how it may impact on the Admission Team or any of the work they currently do.

We are currently working with School Organisation to resolve the current issues around shortage of places by trying to arrive at local agreements as to how to accommodate the numbers of young people who are moving into areas where places do not currently exist. This is currently being dealt with by the Panels on a case by case basis under the category 'shortage of spaces'. This category has seen one of the biggest increases in recent months, this category is used when the Local Authority are unable to offer a school place, within the statutory guidelines on walking distance, to someone who doesn't have one. This ensures that an offer of a school place is made without the need to attend an appeal hearing. We continue to work with colleagues to plan for future shortages around the City.

Capacity to operate current scheme

The Admission Team are currently severely stretched, as the number of In Year Applications increase the number of Fair Access cases also increases. The manpower that is required currently to service all 5 Fair Access Panels places pressure on the team and significant impact on the other statutory work of the service.

Currently an officer is responsible for each Panel. They are responsible for identifying cases, sourcing background on the case, the administration to the list of cases (or log), writing to parents with the decisions, updating the children's records and photocopying the applications forms for the Panel meeting. They are also responsible for collating the information regarding number of children on roll at each school into a format for the meeting as well as entering the decision into the monitoring and reporting spreadsheet. for the Panel and for reporting to other forums. They may also be required to referred cases back to CME, travellers etc for further chase up or to make further contact with previous school and families.

In addition to this the Fair Access officer is responsible for the allocation of all Primary cases and ensuring that the appropriate information is sent to schools as well as maintaining the monitoring and reporting spreadsheet to ensure 'fair' allocation across the primary sector and overseeing that staff process the applications in addition to the secondary Panels that they are individually responsible for. The officer is also responsible for arranging and attending any primary Fair Access Panels required and chairing them if required.

The Fair Access Manager is responsible for overseeing the Fair Access Protocol across the City and attend all Fair Access Secondary Panels, chairing them in the absence of the Chair and ensuring that the protocol and Code of Practice are adhered to. The manager is also responsible for arranging multi agency meeting for Looked After cases or particularly complex cases that may require further discussion and information and attending these meetings.

The number of officer hours involved in the current format of the Panels' and in particular the Secondary Panels is, with the current number of staff and the increase in transfers and Fair Access cases, not viable in the medium to long term.

Conclusion

A consultation will be undertaken, by the Admissions Team with the schools, through the Fair Access Panels to streamline the administration and identify the level of support provided by the Admissions Team in the administration of the Panels.

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Report of the Head of the Virtual School for Looked After Children

Report to LEEDS ADMISSION FORUM

Date: June 2011

Subject: EDUCATION OUTCOMES OF LOOKED AFTER CHILDREN: 2009 – 2010

Report author: Alun Rees

Contact telephone number: 75078

Does the report contain information which has been identified as confidential or exempt?

Yes (if exempt, please see the public interest test in section 4)
Relevant section of the report:
In accordance with Access to Information Procedure Rule:

No, this report does not contain information identified as confidential or exempt.

Is the decision eligible for call-in? Yes No – exempt Not applicable

Summary of main issues and corporate governance considerations

1. There are no nationally agreed, or required, performance indicators relating to looked after children's admission to school. This report summarises the outcomes of looked after children and care leavers against the educational performance indicators that have either been defined by national government or by the local authority as helpful in tracking the performance of services and agencies working with looked after children and care leavers. The data is for the most recent academic year (2009-2010) and is compiled annually each Autumn. It provides a context for the annual consideration of available admissions data for looked after children.

Recommendations

2. The Forum is asked to consider the main findings of this report and whether, in future, it should include an annual analysis of admissions data for looked after children completed each Autumn for the previous academic year. This would allow up-to-date admissions data to be included in the annual report to the Elected member Corporate Carer Group. It would, though, require a change in recent practice which has been for the Vulnerable Children's sub-committee to request a report in May.

1 Purpose of this report

This report provide a context for the report on the admissions of looked after children to school which has been presented to the Vulnerable Children's sub-committee. It outlines the performance of looked after children and care leavers against the educational benchmarks either required for government returns or defined by the Elected Member Corporate Carer Group &/or the Multi-Agency Looked After Partnership. The data is for the last complete academic year (2009-2010) and the report also identifies strategies for the continued improvement in those outcomes.

There are many Looked After Children in Leeds who make good progress against a range of educational benchmarks, and some of them achieve exceptionally well. Though overall progress remains below that of their peers it is broadly in line with available national comparative data. There have been significant changes in the way in which partners across Children Leeds collaborate to address the needs of looked after children and care leavers and this has been championed by the elected member Corporate Carer Group and other arms of the council.

There is evidence that the strategic and operational changes made in Leeds have helped to deliver improvements to outcomes for looked after children. There is also evidence of a continued narrowing of the gap between the attainment and progress of looked after children and their peers, and between looked after children's potential and actual achievement. However, this is matched by recognition of the need to continue the significant focus on improving outcomes for looked after children. The current transformation programme in Children's Services reflects this.

2 Background information

Improving the outcomes of Looked After Children and Care Leaves (LAC) has been highlighted as a key issue in evaluations and Local Authority inspections

Since 2007 there has been a concerted effort to integrate and coordinate work with and for looked after children across the local authority and its partners. These changes have raised the profile of looked after children across the city; built closer working relationships between partners; raised expectations for the outcomes of the children and young people; and developed a more strategic approach to improving outcomes.

In addition to the frontline staff working across children's services to support looked after children every day, a number of senior posts and arrangements give leadership support and representation to this work. Since 2007 Leeds has had a seconded headteacher leading the Virtual School for Looked After Children. In the summer of 2010 Children's Services also appointed a new Head of Service for looked after children. Taken together these roles are helping to champion the welfare and progress of looked after children and move towards a more integrated service delivery model.

Chaired by the Executive Lead Member for Children's Services, the Elected Member Corporate Carer Group acts to support and challenge services working with looked after children and care leavers. The profile of looked after children is raised through the collective and individual advocacy of Members in other areas of their work including at Area Committees.

Over the 2009-2010 academic year the Elected Member Corporate Carer Group has:

- increased the scope of its monitoring beyond those looked after children in residential care to those in other care settings, particularly in foster care;
- supported the changes that enabled the Fostering Service to continue its transformation into a service judged good across all aspects of inspection;
- supported the range of educational support now offered to looked after children, and scrutinised the impact of the Virtual School;
- challenged in those areas where looked after children continue to have outcomes below those of their peers; and,
- developed increasingly close working relationships with the Children in Care Council ('Have a Voice'). This has enabled them to hear direct from young people about the issues that concern them.

Additionally the Vulnerable Children's sub-committee of the Admissions Forum now receives annual reports each May which monitors the in-year admission of looked after children to schools.

There is a clear intention as part of the current Children's Services transformation programme to further strengthen integrated support to looked after children.

3 Main issues

CHARACTERISTICS OF THE LOOKED AFTER CHILDREN COHORT

The number of children and young people in the care of Leeds has risen from 1370 in November 2009 to 1434 in November 2010; the number peaking at 1445 in June 2010. At any time over the last year between 260 and 280 of this total have come from BME groups. Statistical comparisons are calculated in the rate of Looked After Children per 10,000 children in the general population. At 93 per 10,000, Leeds has one of the highest rates among comparator authorities. In January 2011 there were 1434 looked after children, 47 of whom are unaccompanied asylum seeking children.

Of the total population approximately 24% (344) are aged 0-4 years; 25% (359) are aged 5-10 years; 32% (459) are aged 11-15 years; and 19% (272) are aged 16-17 years

The reasons children and young people become looked after are overwhelmingly related to 'abuse or neglect' (82%) while 9% result from aspects of family dysfunction/parenting issues. Of the remaining looked after children approximately 4% (up to 60 children) are unaccompanied asylum seekers and the rest comprise small numbers of disabled children (less than 20) or children of disabled parents (approximately 20) or children exhibiting socially unacceptable behaviour (less than 20)

13% of primary and 18% of secondary aged children and young people are placed outside Leeds which is an increase compared to 2009; but the large majority continue to live in, and go to school in, Leeds.

46% of school age looked after children who go to school in Leeds are in primary schools, 47% in secondary schools, and 5% in Specialist Inclusive Learning Centres. The

remaining 2% is made up of children on mainstream school or SILC rolls who are, at any one time, temporarily educated in either Pupil Referral Units or in secure establishments (Secure Children's Centres, Young Offenders Institutions or Secure Training Establishments).

The proportion of looked after children in a special needs category has fallen by 4% since 2009 to approximately 66% but this is still very much greater than the proportion among Leeds pupils as a whole (19%). The proportion of looked after children with a statement of SEN or registered as School Action Plus has fallen by a similar amount to 46%. The main need remains behaviour, emotional and social difficulties (BESD), with moderate learning difficulties (MLD) also being significant.

53% of looked after children are in foster placements; 22% with Family Network Carers; 13% Placed with Parents; 10% are in Residential Placements and the remainder comprise those children who are either in placements awaiting the completion of the adoption process or in a secure placement at any one point in time.

In addition there are approximately 400 older care leavers aged 18-20, and nearly 50 aged 21-25.

EDUCATION OUTCOMES FOR THE 2009 – 2010 ACADEMIC YEAR

Both the announced inspection of services to looked after children (OfSTED, January 2010) and the recent inspection of the Fostering Service (OfSTED, June 2010) judged provision to help looked after children and young people enjoy and achieve as good. The Adoption Inspection (Ofsted January 2011) judged this element as outstanding.

Contextual Value Added (CVA) provides a way to compare groups of children and young people with different previous educational experience. It provides an estimate of progress that allows one year group to be compared with another group, even though the groups might have differing 'academic' potential.

The calculated CVA between Key Stages 1 and 2 was estimated for the first time in 2009 and yielded a value of 99.1. A score of approximately 100 is usually accepted as evidence that a cohort of children is achieving in line with expectations. The value for the 2010 looked after cohort is higher than in 2009, at 100.1.

The calculated CVA between Key Stages 2 and 4 in 2008 was 960 and in 2009 had risen to 980. In 2010 it reached 985 which, while still short of the 1000 which would suggest that the cohort was achieving as expected, does show a positive trend of improvement. It would place the Leeds Virtual School for Looked After Children 28th in a league table of Leeds High Schools based on the most recent data available, compared to 30th in 2009.

The funding provided by Education Leeds, AimHigher, and direct to the Virtual School has allowed the seconded headteacher to ensure a wide range of additional educational support and guidance has been available to looked after children which includes:

- 1-to-1 tuition by a trained teacher outside the school day;
- Saturday activities for carers and looked after children;
- homework clubs/study support supervised by undergraduates;

- individual mentoring;
- grants to schools to support children at risk of exclusion;
- book bundles distributed through a partnership with the libraries service to every Year 3 and Year 5 looked after child in a Leeds mainstream school;
- direct work with for children failing to engage with learning.

By the end of the Foundation Stage the percentage of looked after children who had been in care for at least 1 year and reached a good level of achievement had almost tripled (from 11% in 2008, when the data was recorded separately for the first time to 30% in 2010). Though it remains significantly lower than the Leeds average (53%) the rate of improvement is markedly greater and the gap has narrowed from 37% in 2008 to 23% in 2010.

By the end of Key Stage 1 the percentage of looked after children who had been in care for at least 1 year and achieved level 2 or above in the core subjects (61%, 54% and 63% in Reading, Writing and Maths, respectively) remains lower than all children (82%, 78 and 86%, respectively). However, Reading, Writing and Maths have increased by 12%, 11% and 14% respectively, since 2007. This is compared to broadly steady attainment over recent years by all children in Key Stage 1 indicating a narrowing of the gap between looked after and all pupils since 2007. The gap between looked after and other children in Leeds is now 4-6% narrower for each of Reading, Writing, and Maths than for England as a whole.

By the end of Key Stage 2 the percentage of looked after children who had been in care for at least 1 year and achieved level 4 or above in the core subjects (48% in both English and Maths) remains lower than all children (80%). English and Maths have risen by 8% and 12% respectively since 2007. While the percentage achieving Level 4+ in both subjects has varied significantly since 2007 there has been only a slight upward trend since 2007. The percentage achieving level 4 in Science had risen from 48% in 2007 to 58% in 2009 but Science ceased to be tested or reported in 2010. There has been broadly steady attainment by all pupils against these measures in recent years which has led to a narrowing of the gap at the end of Key Stage 2 between looked after and all pupils. The gap between looked after children and other children in Leeds is now 4% narrower for English than for England as a whole, while for Maths it remains 2% larger.

By the end of Key Stage 4 the percentage of looked after children who had been in care for at least 1 year and sat at least one qualification rose from 66% in 2008 to 90% in 2010. Those achieving 1+A*-G rose from 62% in 2007 to 82% in 2010 and those achieving 5A*-G from 39% to 57% over the same period. Those achieving 5A*-C increased from 13% in 2007 to 35% in 2010 and those achieving 5A*-C, including English and Maths, rose from 4% to 14%. In Leeds the gap in attainment between looked after and all children is now 4% narrower for the 5A+-G benchmark than for England as a whole. For 5+A*-C is 8% narrower and for 5+A*-C (including English and Maths) it is 5% narrower than for England as a whole.

Only 35% of the 2009-2010 Year 11 cohort were not on the SEN Register, 10% were at the School Action level of intervention; 30% at School Action Plus and the remaining 25% had Statements of Special Education Needs.

Primary school attendance by looked after children (96.0%) has changed very little since 2007 but remains 1.7% higher than that of all children (94.3%). Persistent Absence among looked after children in primary school has declined further in 2010 (to 0.8%) compared to 2.5% among all children (all attendance data available for half-terms 1 – 4 of the last academic year). Attendance is very similar for every year group in the primary phase.

Secondary school attendance by looked after children (89.7%) remains lower than that of all children (91.6%) but has improved by 1.1% since 2007 compared to a 0.1% increase for all pupils. This narrowing of the gap in secondary attendance is also reflected in the rate of Persistent Absence among looked after children in secondary school. Though it remains high at 12.4% but this is a significant decrease from 13.2% in 2009 and 18.0% in 2007 and illustrates a narrowing of the gap with all pupils from 8.2% in 2007 to 5.0% in 2010 (all attendance data available for half-terms 1 – 4 of the last academic year).

The number of looked after children permanently excluded from Leeds schools has been reduced from eight in 2006-2007 to zero in 2009-2010 (there were, though, two permanent exclusions from an Academy).

Rates of fixed term exclusion remain significantly higher for looked after children however the total number of days that looked after children lost to exclusion continued to fall, from 1094 in 2007 to 665.5 in 2009.

Analysis of the outcomes of Year 11 in the Summer of 2010 have confirmed the value of specific educational support to looked after children in that their CVA (a measure of how close they came to meeting their potential) was higher than that for the cohort as a whole (approximately 985):

- Tuition during Key Stage 4: CVA was 998
- Mentoring: CVA was 1020
- Study Support: CVA was 1012

Looked after children are prioritised by Connexions Personal Advisors (PA) working in schools. Every Year 11 looked after child was offered appointments with a Connexions PA and the great majority accessed the service.

The percentage of looked after children who reached the end of Year 11 in the Summer of 2010 and were in education, training or employment (EET) in September 2010 was 88% (116 young people). This is a rise of 3% from the figure of 85% at the same point in 2009 and 9% higher than in 2008. While this is still well below the EET figure for all children it is another significant improvement and is most likely related to the significant improvement GCSE or equivalent qualifications.

Of the 85% who were EET in October 2009 the significant majority remain engaged with education, employment or training (77%) a year later. This is particularly true of the young people who had had statements of special educational needs while at school. All but 4 of the 27 children with a statement remain engaged with EET a year after leaving school.

There is significant support through AimHigher programmes that has resulted in 32 care leavers being in higher education or embarked on higher degrees. This includes 10 first year undergraduates in October 2010.

The agreed protocol between the Leeds Colleges and CYPSC has been in place for nearly 3 years and has led to better partnership working with FE providers. There is now specific training offered to the Colleges by the Virtual School and a 'Designated Tutor' has been identified in each college to act as a focus for support to looked after children and as an advocate for them. The Virtual School also provides the colleges with information that enables them to identify looked after children at 16+.

FOCUS FOR FUTURE DEVELOPMENT

The pattern of attendance at secondary school is very similar for looked after children and their non-looked after peers. It is only in Year 10, and markedly in Year 11, that the gap widens significantly. This does not reflect a falling off of attendance among looked after children who had attended well through primary school. Significant numbers of young people who failed to attend regularly in Year 10 and 11 had come into care in Year 9 or later and many had records of poor attendance prior to coming into care. There is good evidence, therefore, that it takes several years of stable care to impact on school attendance but it may also indicate that the Virtual School and its partners should invest more attention in teenagers who come into care in year 9 or later.

The Personal Education Plan (PEP) process has been thoroughly reviewed in partnership with the Independent Reviewing Officer team to sharpen its form and function and streamline plan completion through more effective links to existing school planning processes. It also reduces the administrative burden to schools and other professionals. The year from January 2011 will see the new process implemented as care reviews become due, with a review of the revised process at the end of the Summer Term of 2011.

One-to-one tuition by a trained teacher had a direct positive effect. The contextual value added (CVA) of the 27 Year 11 students who received tuition during their GCSE programmes was 998 compared to 985 for the whole Year 11 cohort.

Despite the very significant in-year cut in the area based grant in the Summer of 2010 (which removed 40% of the budget allocated to one-to-one tuition) up to 80 looked after children continued to benefit from tuition at any one time. This is, though, a marked decline from the 200 children and young people who were receiving tuition at any one time prior to that cut and is likely to impact on future outcomes if the funding is not maintained.

4 Corporate governance considerations

Risk management

While the changing governance arrangements being offered to schools will change the relationship of the local authority with them there are no published plans to significantly change the statutory obligations of schools to looked after children.

Public Interest Test

Not applicable

Forward Plan

Not applicable

Scrutiny process: Call-In

Not applicable

Constitution and legal matters

Not applicable

Financial and resource implications

The support of the educational outcomes of looked after children described in this report has been prioritised for funding over recent years. The case for continued prioritisation on the basis of value for money will be made through the current budget re-basing process within Children's Services.

Equality and Diversity and Cohesion and Integration

Additional analysis of educational outcomes has been provided to the Children's Services Equalities Board.

While the number of children from BME backgrounds in any looked after children's year group is too small to allow for a statistically significant analysis their progress is monitored through the year in collaboration with their schools.

A complete analysis of the outcomes of looked after children at different stages of the SEN Code of Practice is completed annually and their progress monitored in-year.

Additional analysis is completed annually which compares the outcomes and progress of children of different genders, those from different care placement types and those with coming into care at different ages.

Council policies and City priorities

Looked after children remain a high priority for the City as reflected in the current Children and Young People's Plan.

Consultation

Not applicable

5 Recommendations

The Forum is asked to consider the main findings of this report and whether, in future, it should include an annual analysis of admissions data for looked after children completed each Autumn for the previous academic year. This would allow up-to-date admissions data to be included in the annual report to the Elected member Corporate Carer Group. It would, though, require a change in recent practice which has been for the Vulnerable Children's sub-committee to request a report in May.

6 Background documents

None are attached but the complete statistical analysis of educational outcomes is available from the report's author.

The separate report to the Challenging and Vulnerable Children's Sub Committee on **'Trends in the Admission of Looked After Children 2008 – 2011'** should be considered alongside this broader contextual report.

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ITEM No:

Originator: Alun Rees

Tel: 75078

REPORT TO ADMISSIONS FORUM: MAY 2011

SUBJECT: Trends in the Admission of Looked After Children 2008 - 2011

1.0 PURPOSE OF THE REPORT

To summarise the trends in the admissions of looked after children seeking in-year transfers either between Leeds school or from out of area placements into Leeds schools.

2.0 BACKGROUND INFORMATION

- 2.1 Looked after children are prioritised by the admissions criteria for September transfer into primary school and from primary to secondary school. There is no evidence to suggest these arrangements are not functioning appropriately as the number of appeals for places at these transition points are negligible. The Admissions Team aim to place looked after children in a school within 20 school days and the Fair Access Protocol aims to have all children in school within 30 schools days, however these are not statutory timeframes.
- 2.2 In-year transfer of looked after children is also prioritised by the Fair Access protocols. The majority of looked after children seeking an in-year transfer are placed before the Fair Access Panel through a 'fastrack' procedure and cases are only referred to a panel if a school feel further discussion or background is required. It is, though fair to say that many schools prefer the cases to be discussed at a panel rather than accepting children between panel meetings.
- 2.3 Unaccompanied asylum seekers children (UASC) are those children who arrive in the UK without any adult relative. They are legally looked after by the local authority in which they first come to the attention of that authority or its partner services.
- 2.4 The majority of in-year transfer requests occur because of a change in care placement or at the point when a child first comes into care and the care arrangements require a change in school.
- 2.5 Since the Autumn of 2007 a seconded Leeds secondary head has been tasked to raise the profile of the educational needs of looked after children. His focus for action has been attendance, engagement with learning, attainment and progress. Prompt admission onto an appropriate school roll is a prerequisite of this.
- 2.5 The report of the OfSTED inspection of 'Looked After Children Services', published in January 2010 concluded that the 'impact of services to enable looked after children and young people to enjoy and achieve is good', and went on to point out that 'all key outcomes are improving and there have been some notable successes'.
- 2.6 The OfSTED inspection of the Leeds' Fostering Service (June 2010) describes a '... very effective partnership with the education service.'

3.0 DURING THE 2008 – 2009 ACADEMIC YEAR

- 3.1 In the 2008 – 2009 academic year there were 65 in-year transfer requests from the social workers/carer of a child looked after by Leeds.
- 3.2 Of those 65 requests 43 took less than 20 days for a school place to be allocated and the child to enter the school roll. This means that 22 children were not placed within the 20 day limit.
- 3.3 Though the admissions database didn't record the background of the applications there is sound anecdotal evidence to suggest that a number of these 22 children were in education at a Pupil Referral Unit or on another school roll during the period during which the application was being processed and the new school place agreed.
- 3.4 There were 8 unaccompanied asylum seeker children who required a school place during the 2008 – 2009 academic year. These children were part of the 22 children and their placement was delayed due to a lack of provision for those children entering the UK with no English.

4.0 DURING THE 2009 – 2010 ACADEMIC YEAR (to May for subsequent comparison)

- 4.1 There have been 59 school transfer requests for looked after children during the 2009 – 2010 academic year, to May 2010.
- 4.2 Of those 59 only 4 (6.8%) of those requests have taken longer than 20 days to be resolved.
- 4.3 Among those 59 there were 3 requests for unaccompanied asylum seeker children. 1 of these young people was placed within 20 days and the other 2 were placed outside Leeds in the first instance in order to meet their care needs. School places were agreed for them on their return to Leeds.
- 4.4 Support for young people arriving into the UK without sufficient use of English has been improved through partnership working with the colleges, the EAL service and City Learning Centres.

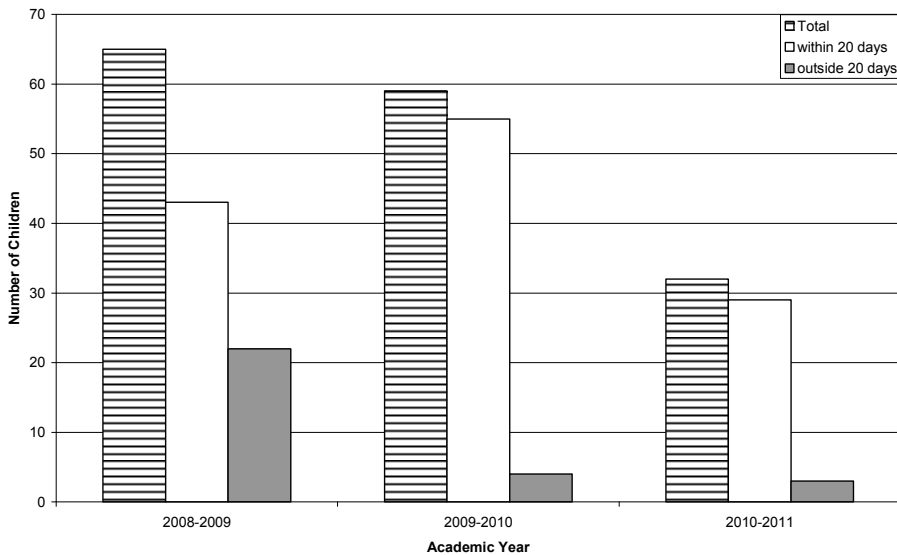
5.0 DURING THE 2010 – 2011 ACADEMIC YEAR (to May for comparison)

- 5.1 There have been 32 school transfer requests for looked after children during the 2010 – 2011 academic year, to May 2011.
- 5.2 Of those 32, only 3 (9.4%) have taken longer than 20 days to be resolved. This is an increased proportion since the comparative period in 2009-2010.
- 5.3 23 of the 32 requests were for children already on the roll of another school or setting, 9 were not already on the roll of a school or setting. Among the 9 not already on a school roll only 1 took longer than 20 days to place.
- 5.4 There have been only 2 requests for unaccompanied asylum seeker children; one taking less than 20 days, the more, to place.

5.0 SUMMARY OF TRENDS

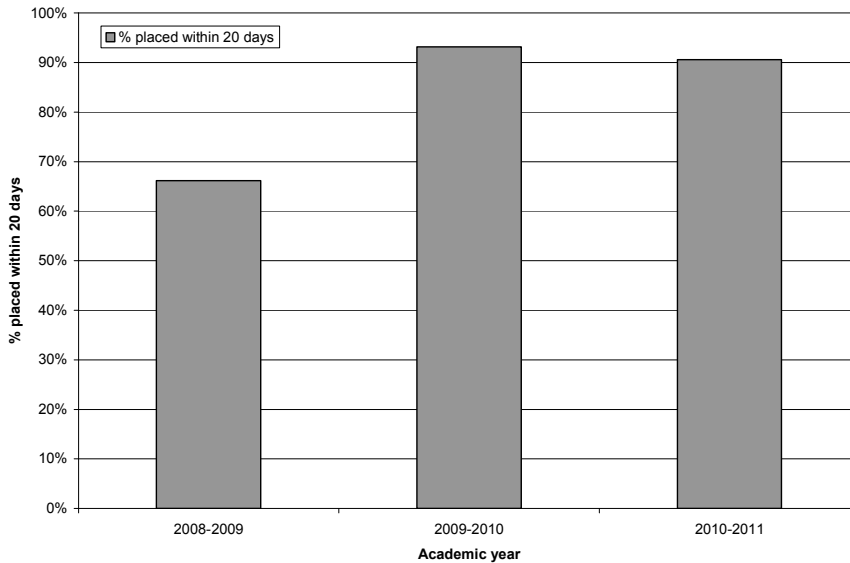
- 5.1 There is an encouraging decline in the numbers of in year requests for school places and decline in the numbers being placed outside 20 days:

Trends in admission times for looked after children



5.2 This shows that while only 66% of looked after children requesting an in-year school transfer in the 2008-2009 academic year were resolved within 20 days, this increased to more than 90% in each of the successive years.

Trends in the admission of looked after children



6.0 RECOMMENDATIONS

The members of the forum are requested to:

- Note the continuing decline in the number of requests for in-year transfers;
- Note the positive trends in the timeliness with which requests for in-year school transfers of looked after children are being met;
- Note that there is good evidence that this trend is also reflected among the particularly vulnerable unaccompanied asylum seeker children in the care of Leeds;
- Consider whether a report that was compiled immediately after the end of the academic year might be more helpful.

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Report of : Head of Service – School Access

Meeting: Admissions Forum

Date of meeting: 15 June 2011

SUBJECT: Results of the Annual Consultation 2011

1.0 Purpose Of This Report

To advise the Admission Forum of the outcome of the consultation and the determined admission arrangements in the City.

2.0 Background Information

A consultation document was sent out on 1 December 2010 with a closing date of 4 February 2011 to all schools in Leeds, all neighbouring Local Authorities, the Church of England and Catholic Diocesan Boards, all councillors and relevant trade unions. The Leeds Admission Forum were advised of the content of the consultation at their meeting on 16 November 2010, consulted through the sub committee, and collectively consulted at their meeting on 1 March 2011. All responses were summarized and presented to the Executive Board of Leeds City Council on 30 March 2011 who determined the final arrangements.

The consultation on the proposed admission arrangements included a proposal to hold waiting lists for a whole academic year, and asked for views on the sibling priority. Additionally there were a small number of requests to changes to admission numbers. Other than minor amendments to the timetable there were no other changes to the co-ordinated scheme.

3.0 Main Issues

Coordinated Scheme – primary annual cycle

The consultation on the primary coordinated scheme outlined the statutory national closing date for primary applications, of 15 January, and the requirement to coordinate with other local authorities. The introduction of a national closing date means that Leeds is no longer able to make offers to parents for primary school on 1 March and the new offer date will be 20 April 2012. All respondents agreed with the proposed primary coordinated scheme. Following consultation on holding in year waiting lists, the waiting lists will no longer close on 31 December but will remain open until 31 July 2013.

Coordinated Scheme – secondary annual cycle

The consultation on the secondary coordinated scheme outlined the statutory national closing date for applications of 31 October. The national offer day remains unchanged at 1 March. All respondents agreed with the proposed coordinated scheme. Following consultation on holding in year waiting lists, the waiting lists will no longer close on 31 December but will remain open until 31 July 2013.

In year waiting lists.

The majority of respondents were in favour of the waiting lists being held for an academic year. We will therefore hold names on waiting lists until 31 July each year. Waiting lists will then be closed and

parents will need to re-apply if they still wish to be considered for a school.

Consultation on the sibling priority

We consulted on this matter now as the number of young people applying for secondary school in 2012 will be one of our lowest. For the past two years all young people who have asked for their nearest secondary school have been able to be offered a place there. It is likely that this will be the case in 2012. Consequently any change to the sibling rule for secondary would be unlikely to have any significant impact in 2012. However those applying during a time when they are likely to get into a more distant school, would also be aware that any siblings they have that will follow, may not receive the higher priority if it is not their nearest school. It would allow parents applying in 2012 to be aware of the future effect of a policy change without being impacted at the time.

We asked separately about both applications to primary and to secondary schools in relation to the sibling link. Although there was quite a mixed response it was felt that there was merit to retaining the sibling link in its current form for the time being. The criteria will therefore remain unchanged for entry in September 2012.

Aided and Foundation Schools and academies

The majority of academies that have converted from community schools have chosen to continue with the same admissions criteria as the Local Authority, at least in the first instance. Likewise the Foundation schools that have converted have chosen to continue with the same policy. There have been no significant proposals for changes to admission policies in the City. Many policies notably do not state how they will handle late applications and we have contacted those schools to advise that they must include a statement on this to avoid confusion.

4.0 Conclusions

Waiting lists will, in future, be held for all year groups for the academic year, for all community schools. The waiting lists will be closed at the end of the summer term each year and will parents will have to reapply if they still wish to seek a transfer to another school. For applications for Reception and year 7 the waiting lists will be held from the deadline for requests after the offer day, throughout the summer before they begin their new schools and then on until to the end of the summer term at the end of the academic year.

There are no other changes to the admissions criteria for community schools.



Report of: Head of Service – School Access

Meeting: Admissions Forum

Date of meeting: 15 June 2011

SUBJECT: Admissions Customer Service Satisfaction

1.0 Purpose Of This Report

The School Admissions Code requires the local Admission Forum to review the comprehensiveness, effectiveness within the local context, and accessibility of the advice and guidance for parents by the local authority, both through the composite prospectus and Choice Advice. This report is to provide information on customer feedback performance indicators.

2.0 Background Information

In Leeds we have provided a summary booklet sent out to all parents to guide them through the admission process and to signpost them to further information. This is in addition to making available the composite prospectus. Both are provided in hard copy and on the website. Our website provides further links to useful information including school websites, Ofsted etc. Offer letters include advice on how to contact the Advisory Centre for Education (a national charity who support parents who wish to appeal).

Each year we provide parents with a questionnaire seeking feedback from them on the service they receive, and on how useful they have found the information that we provide.

In addition the public facing telephony has been transferred to Leeds City Council's contact centre as part of the Customer First strategy. The transfer took place in December 2010 and this report provides information of the success of this initiative.

3.0 Main Issues

Online applications

The DCSF, now DfE, had previously set an ambitious target of 80% of parents applying for secondary school places online. Last year 44% of parents who applied on time used the online service. Further applications were received after the deadline, but for technical reasons, only paper applications are accepted once the deadline has passed. This year 71.5% of parents applying for secondary places used the online service. Although this fell a little short of the government target, the national average was 66% and the local Yorkshire and Humberside average was only 42.3%. These figures show Leeds performs well both locally and nationally in the online service it offers to parents.

There were 69% of parents applying for primary places that chose to do so online. Data is not collected nationally for primary applications so we are unable to provide a comparison with other local authorities. During the application rounds for both primary and secondary school places, that equates to almost 11,000 parents applying online. Many more use the website for information.

As yet we are not able to offer the facility to apply online for in year transfer applications, although the forms and guidance are all available to download from the website.

Feedback from questionnaire

Each year we provide a questionnaire inviting feedback from parents on the quality of the information we publish and on the customer service they have received if they have had reason to contact the team. This year 503 chose to complete some, or all, of the questionnaire and return it to us. There was both a paper version and an online interactive version. Although only 30% of parents applied using a paper preference form, 84% of those returning a questionnaire said that they had applied on a paper form. The questionnaires were returned prior to the transfer of telephony to the contact centre and are reflective of communication directly with the Admissions Team.

Summary table of responses

Question	Good or excellent	Poor
How would you rate the information in the summary guide?	86%	1%
How would you rate the information in the full guide for parents?	87%	0.4%
How would you rate the explanation of the admission process?	85%	0.6%
If you applied online, how would you rate the online application system?	74%	13%
If you used the website how easy did you find the information you wanted?	71%	11%
If you contacted the team by telephone or email how would you rate the promptness of the response?	88%	2.3%
If you contacted the team by telephone or visited how would you rate the staff in terms of being professional, polite and helpful?	92%	0
If you contacted the team by telephone or visited how would you rate the information we gave you?	94%	0.5%
Overall, how would you rate the quality of information and service?	89%	0.8%

In rating the overall quality of the information and service only 3 parents rated the service as poor. The comments from those three primarily related to the website or online system, which also represented the lowest levels of satisfaction in the survey. However, only 81 of the 11,000 parents using the online application system returned a questionnaire with their views on the information and service. From the written comments it is clear that the school search facility is not as user friendly as people would like, and although there is a warning to tell parents they need to complete a supplementary information form for a church Aided school, they took a little time to find where they were on the website. We will look at how we can improve these two areas.

Questionnaires were returned from parents of all ethnicities with the exception of Other Kashmiri, which allowed us to compare how accessible the information we provide is to all representatives of the community in Leeds. The only negative comments received about the use of language, and how easy the information was to understand, came from parents of White British background. Indeed the most critical remarks were from a parent who stated that they were highly educated with English as their first language. The very positive ratings relating to when parents have engaged directly with the team are excellent and we will continue to ensure that during the application period parents have as much opportunity as possible to seek advice directly, through open evenings and information sessions.

Contact Centre transfer

In December 2010, as part of the Council's customer first strategy we transferred the public telephony from the Admissions Team to the Contact Centre. Significant work went into the preparation for this transfer, with Customer Service Officers who would be working at the Contact Centre given opportunity to spend time in the Admissions Team understanding the back office work, before the transfer of calls. Experienced officers from Admissions spent time at the Contact Centre during the first few weeks of transfer to offer advice and guidance on calls to refine the processes.

Prior to the transfer the Admissions team used to answer on average 65% of the 100,000 calls received each year. At peak times, in March and September, this answer rate would fall to below 50%. Since transferring the telephony the performance standards are significantly improved as shown below. Education transferred its switchboard number as well as the admissions calls and you can see from the table the way that is broken down each month

Month	Calls Offered	Calls Answered	% Calls Answered	Avg Answer Speed	Switchboard	Admissions
Dec	1781	1704	95.68%	0:23	45%	55%
Jan	3851	3669	95.27%	0:38	49%	51%
Feb	2698	2612	96.81%	0:24	48%	52%
March	2003	1956	97.65%	0:14	7%	93%
April	2046	1977	96.63%	0:33	21%	79%

During the busiest months an additional option is added to the line to deal with queries relating to the annual cycle allocations. Together the two tables show the total number of calls.

Month	Calls Offered	Calls Answered	% Calls Answered	Avg Answer Speed
March	3229	3197	99.01%	0:13
April	2465	2436	98.82%	0:19
May	1207	1049	86.91%	2:31

It is not only the call answer rates that are important, but also whether the query the parent had could be answered in full, and the service they felt they had received. The targets that were set were to achieve a 90% or greater answer rate with 80% or more of calls being resolved at the point of first contact. A system was put in place when the calls were transferred for the Contact Centre staff to send queries that could not be resolved back into the Admissions team for us to call the parent back.

Month	Enquiries sent to Work Queue*	As a % of Calls Answered
Dec	322	19%
Jan	624	17%
Feb	392	14%
Mar	814	16%
April	524	12%

As you can see even in the first month of handling the calls these targets have been met. Enquiries that sent to Work Queue are picked up by Admissions officers who arrange a call back to the parent within 48 hours. To achieve an early indication of how parents perceived the service a customer satisfaction survey was carried out in February.

Customer Satisfaction Survey Results (From February 2011)

- Overall customer satisfaction 98.8%
- Treated with respect 99.6%
- Is this the first time you have contacted us? 69.5%
- Acceptable wait time 93.9%
- Enquiry resolved today 77.5%
- Next steps clearly explained 98.3%

All of the evidence and feedback to date is that the transfer of the admissions calls to the Contact Centre has been successful, achieved its aims, and is delivering a more favourable customer experience. The relationship between the Contact Centre staff and the Admissions Officers is a positive one. When the team are producing information to be sent to parents this is shared in advance with our partners who have been able to provide valuable feedback about the wording of letters, for example, with the shared goal of 'right first time' in our interactions with our customers.

4.0 Conclusions

Performance in relation to telephony standards are significantly improved, providing parents with better access to the service. Parental engagement with the team on the phone, face to face, and by email is reported to be mainly good or excellent. The guides for parents that we produce continue to be well received and offer a good explanation of the application process. With so many parents now choosing to use our online services we clearly need to focus on ensuring that our web based communications are as clear and easy to use as they can be. As we move over from the Education Leeds website and integrate into the Leeds City Council website we will take the opportunity to refresh the way we present information to parents.



Report of: Head of Service – School Access

Meeting: Admissions Forum

Date of meeting: 15 June 2011

SUBJECT: Draft Report to the Schools Adjudicator 2011

1.0 Purpose Of This Report

To provide Admissions Forum with the draft School Adjudicator's report and invite their comments.

2.0 Background Information

The local Authority is required annually to report to the Office of the Schools Adjudicator by 30 June and Admission Forum are invited to offer any further input to the report contained at Appendix A. The data behind the report is contained at Appendix B. Admission Forum is also able submit a separate report should it wish to do so on the effectiveness of local arrangements.

The Schools' Adjudicator provides a template for the local Authority on which to report covering the matters required annually and any specific queries they may have each year. The data report contains school level data on Free School Meals, appeals and children taken through the Fair Access Protocol.

The commentary that accompanies the report confirms that all of the legal requirements around consultation and determination of policies has been met, that schools are complying with the Infant Class Size legislation, and how well the Fair Access Protocol is working. It also provides comments on whether or not Appeals Panels are complying with the School Admissions Appeal Code.

3.0 Main Issues

The operation of the Fair Access Protocols is an area where Admission Forum receive regular reports, and monitor comprehensively. The data shows that we had placed 722 children to whom the Fair Access Protocol criteria applied, during this academic year. This is almost identical to last year. The schools and academies should be commended on their very positive approach to supporting the local authority Protocol.

We have no reason to refer any objections to the Schools Adjudicator on the admission policies. All policies and supplementary forms have been received and considered by the Council's Legal Department. There were a number of changes necessary to some of the forms and policies' and these have been actioned.

The percentage of children eligible for Free School Meals does not have a close correlation either to the number of appeals for the schools or to the numbers of children the schools take through the Fair Access Protocol. The appeals are related to whether or not the school is full and it is pleasing to see that families in areas with high FSM are still taking up their right to appeal. The local authority does wish to ensure that parents are able to fully access their rights in relation to admissions in all areas of the City. The number of pupils taken through FAP most closely relates to the general level of mobility in those schools.

The Choice Advice service in Leeds continues to operate out of the Parent Partnership Service, targeting their work to families who have the greatest difficulty in engaging with the admissions

process. Admission Forum will be receiving a report from the Choice Adviser in their Autumn meeting with information on their work this year.

CONCLUSIONS

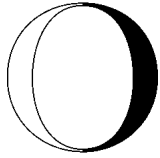
All admission authorities in Leeds are working positively with the local Authority with respect to all aspects of the School Admissions Code. There is no intention to refer any objections to the Schools Adjudicator this year.

All the required information will be submitted to the Schools Adjudicator, and Admission Forum may contribute to the report contained at Appendix A and submit an additional report of their own.

RECOMMENDATIONS

That Admission Forum note the positive way in which the local Authority, Diocese , Foundation, Academy and schools have worked together to ensure full compliance with the School Admissions Code.

That Admission Forum determine if they wish to submit an additional report on the effectiveness of local arrangements.



Office of the
Schools
Adjudicator

LOCAL AUTHORITY REPORT
TO
THE SCHOOLS ADJUDICATOR
FROM
LEEDS Council

30 JUNE 2011

Report Cleared by ... (Name)

... (Title)

Date submitted

By...Viv Buckland.....(Name)

...Head of Service – School Access.....(Title)

Contact email address...Vivienne.buckland@leeds.gov.uk

Telephone number...0113 247 5577.....

www.schoolsadjudicator.co.uk

SECTION 1

FOR THE ACADEMIC YEAR IN WHICH THE REPORT IS MADE - 2010 - 2011

Please complete using data/information for the period 1 September 2010 to date of report

NOTE: This template is designed to be filled in electronically – boxes can be expanded as necessary.

Fair Access Protocol

Code 4.9 a) (i) how well the Fair Access Protocol has worked and how many children have been admitted to each school in the area under the protocol;

NOTE: The Code at 3.44 requires (1) each local authority to have a Fair Access Protocol and (2) all schools and Academies to participate in their LA area's protocol

- a) Please confirm that the LA has a Fair Access Protocol that has been agreed with all the relevant schools in its area (relevant schools are all maintained schools and academies).

Tick as appropriate:

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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- b) Give your assessment of how well the Fair Access Protocol has worked since 1 September 2008:
- a. in placing children in schools;

<p>The FAP has proved increasingly effective at placing children in schools. All schools participate and the needs of the child are considered at the heart of the decision making. The transparency for schools in how many children with challenging behaviour their neighbouring schools are taking is key to the success.</p>

- b) Give your assessment of how well the Fair Access Protocol has worked since 1 September 2010. In particular in placing children, the co-operation of schools and Academies as well as any other issues you have had in implementing the protocol.

Schools and Academies in Leeds work very positively with the Fair Access Protocol, so-operating together. Using the FAP to place children where there is a shortage of places has helped to reduce the waiting time parents may otherwise have faced using the appeal process.

As we use FAP proactively in Leeds it can appear that there have been a lot of approaches, but without schools taking the children. This is not the case, the approaches simply reflect parental preferences. Every child who falls to FAP and requires the offer of a school place in Leeds is made an appropriate offer through the Protocol.

- c) In Appendix A, please record for each school the number of children considered to be placed in (column O) and those actually placed in (column P) to the school under the protocol between 1 September 2010 and the date of this report.

Infant Class Sizes

Code 4.9 a) (ii) whether primary schools are complying with infant class size legislation

Are all Primary Schools in your area complying with infant class sizes?

Tick as appropriate:

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If NO please comment and also include the number of schools where qualifying measures are being taken:

Admission Appeals

Code 4.9 a) (iii) the number of admissions appeals held for each and every school in the area, and the number of appeals that were upheld.*

* Every school includes: community, voluntary controlled, voluntary aided, foundation, Academies, city technology colleges and city colleges for technology of the arts.

For the period 1 September 2010 to the date of this report please insert in

Appendix A the following for each school:

- column Q - the number of appeals held;
- column R - the number of appeals upheld; and
- column S - the number of appeals pending from the date of this report.

Code 4.9 a) iv the extent to which the local authority and appeal panels in the area complied with the requirements of the Appeals Code, with reference to ensuring the timeliness and transparency of appeals, effective communications with parents and any other relevant matter.

NOTE: other appeals panels have a duty to provide you with information on appeals (Section 88Q of Schools Standards and Framework Act).

Has your independent appeals panel complied with the requirements of the Appeals Code?

Tick as appropriate:

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If NO please explain including non-compliance and action taken:

Have all other appeals panels for own admission authority schools complied with the requirements of the Appeals Code?

Tick as appropriate:

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Don't Know	<input type="checkbox"/>
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If NO or Don't Know please highlight any issues raised and if you have been unable to obtain information:

SECTION 2

FOR THE ACADEMIC YEAR WHICH STARTS AFTER THE REPORT IS MADE – 2011-2012:

Code 4.9 b) (i) the extent to which admission arrangements for schools in the authority's area serve the interests of children in care, children with disabilities, children with special educational needs and service children.

NOTE: You may wish to point out if specialist staff from within the Council has contributed to this report and highlight any problems that may have occurred.

Children in care: All admission authorities in Leeds ensure that LAC are their highest priority in admission arrangements. LAC are quickly and appropriately placed through FAP in all other circumstances.

Children with disabilities: The priority in community schools takes account of children who may have disabilities that might affect the priority they receive for a school.

Children with Special Educational Needs: All children who have a school named in their statement are admitted there. Other children without a statement but recognised need are able to receive a higher priority within the admission policy if it appropriate to do so.

Service Children: There are only a very small number of Service children in the authority and their applications are handled through the FAP.

Code 4.9 b) (ii) the effectiveness of co-ordination.

NOTE: You may wish to report on the authority's assessment of the effectiveness of any scheme for co-ordinating:

a) the admission of pupils to **LA schools** in September 2011

The coordinated scheme has worked well within the local authority. Own admission authority schools are largely able to meet the deadlines set, and are supported where they need additional support.

b) the admission of pupils in the authority's area to **other admission authority schools** in September 2011.

This has worked well within the authority. Schools are not permitted to make changes after the deadlines other than in exceptional circumstances. Other neighbouring authorities do request very late changes, and in at least one circumstance this led to a parent not receiving the appropriate offer on the offer day. The date for final coordination for primary applications is set too late at 31 March, and should be brought forward.

SECTION 3

FOR ADMISSION ARRANGEMENTS THAT HAVE BEEN DETERMINED IN THE APRIL IMMEDIATELY BEFORE THE DATE OF THE REPORT IS MADE (determined by 15 April 2011 for admission in September 2012):

Code 4.9 c) (i) a statement of whether or not admission arrangements for maintained schools in the area complied with the mandatory requirements of this Code and admissions law.

NOTE: All non-compliant admission arrangements must be corrected. All mandatory requirements can be changed by the admission authority. Any other non-compliant issues must be referred to the OSA.

Are you satisfied that the admission arrangements for all maintained schools in your area are fully compliant with the Code?

Tick as appropriate:

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If YES please provide a statement to confirm this: All policies have been checked through our legal services and found to be compliant.

If NO, please specify what action you are taking:

Using column T in Appendix A, please identify those schools that you have identified with problems now or which you have referred to the OSA, or may be referring to the OSA by the 31 July 2011.

SECTION 4

OTHER MATTERS:

Admission Forum

Code 4.9 d) (i) details about the current membership of the Admission Forum for the area

NOTE: Please list the bodies represented and the number of representatives in each category. Do **NOT** give the names of members.

Two local councillors Two parents Four community representatives Two reps from the Diocesan bodies Seven reps from schools / academies One College rep Choice Adviser Area Inclusion Partnership rep

Is the Admission Forum writing a report?

Tick as appropriate:

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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If YES is the report attached or has it been sent separately?

Tick as appropriate:

Attached	<input type="checkbox"/>	Separately	<input type="checkbox"/>
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If separately please provide the date the report will or has been sent to the OSA?

DATE:

<input type="text"/>

Please confirm whether the Admission Forum has seen, or will see, a copy of this LA report.

Tick as appropriate:

Has seen	<input checked="" type="checkbox"/>	Will see	<input type="checkbox"/>
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Free School Meals

Code 4.9 d) (ii) the proportion of children currently on free school meals at each school in the area.

NOTE: The data provided by the Local Authority to the DCSF in January 2010 has been "cleaned" and is included in Appendix A.

If the data for 2011 is significantly different from 2010 please state how it differs.

There is no significant difference.

Using and interpreting the data, please comment on whether the allocation of school places meets parental preferences for those children on Free School Meals.

The majority of schools with a high percentage of pupils eligible for FSM are amongst are least well subscribed, so in most cases parents requesting those schools are successful at gaining places. The schools in many cases admit a high number of children who fall to the Fair Access Protocol, however this is also reflective of the high levels of mobility in the area.

Code 4.9 d) (iii) any other matters which affect the fairness of admission arrangements for schools in the area.

NOTE: Please identify any issues not covered elsewhere on this template.

SECTION 5

OTHER ISSUES REQUESTED IN ADDITION THIS YEAR BY THE DEPARTMENT FOR EDUCATION.

Choice Advice

Please complete with reference to Choice Advice provided to parents applying for a secondary school place for the 2011/2012 school year.

Appendix 5 of the Code requires local authorities to provide an independent Choice Advice service that is focused on supporting the families who most need support in navigating the secondary school admissions process (paragraph 5). Choice Advice must be independent and free from any potential conflict of interest between the need of the local authority to allocate places and the advice that parents receive (paragraph 8). As a minimum, local authorities must ensure that Choice Advisers are not in the same management chain or reporting lines as the local authority's admissions staff (paragraph 9).

- a) Please confirm that your local authority has an independent Choice Advice service in place.

Tick as appropriate:

Yes	x	No	
-----	---	----	--

- b) Please explain how you ensure the independence of the Choice Advice provided (for example, the Choice Advice service may be situated in the Parent Partnership service or Family Information Service).

The Choice Advice service is situated in the Parent Partnership Service.
--

- b) Are your Choice Adviser(s) in the same line management chain or reporting lines as staff on the admissions team.

Tick as appropriate:

Yes		No	x
-----	--	----	---

Choice Advice must be targeted at those parents who most need support with the secondary school admissions process (paragraph 10). Local authorities and Choice Advisers should market their service to ensure that they reach the families most in need of their support and that other relevant agencies and professionals are aware of the service they provide (paragraph 11). Choice Advisers should be proactive in reaching 'hard to reach' parents and should develop good links with organisations that may be able to refer parents to them (paragraph 12).

- d) Please explain how you ensure Choice Advice reaches those parents who are most in need of it.

--

- e) Describe how Choice Advice has contributed to the fairness of the admissions process.

--

Local authorities may provide Choice Advice at the primary school admission stage and for in-year applications (paragraph 5).

- f) Choice Advice is offered at the primary admissions stage?

Tick as appropriate:

Yes		No	
-----	--	----	--

- g) Choice Advice is offered for in-year applications?

Tick as appropriate:

Yes		No	
-----	--	----	--

It is good practice for Choice Advisers to provide support during the appeals process, particularly to those parents who accessed Choice Advice at the application stage.

- h) The Choice Adviser provides support during the appeals process?

Tick as appropriate:

Yes		No	
-----	--	----	--

- i) If no, do you plan to provide support during the appeals process in future?

Tick as appropriate:

Yes		No	
-----	--	----	--

Transport

Admission authorities **must** explain clearly whether or not school transport will be available, and, if so, to which schools and at what cost (if any). Are details of the availability and cost of home to school travel and transport clearly set out in the composite prospectus?

Tick as appropriate:

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

If No, please provide an explanation

SECTION 6

OTHER ISSUES REQUESTED IN ADDITION THIS YEAR BY DEPARTMENT.

6TH Forms

Paragraphs 1.42 to 1.45 of the Code provide guidance on applications for Year 12 and transfer from Year 11.

Do you have any 6th forms within your Authority?

Tick as appropriate:

Yes	x	No	
-----	---	----	--

If Yes, how Many?

Have you considered the admission arrangements for 6th forms in line with recommendations of the Code?

Tick as appropriate:

Yes	x	No	
-----	---	----	--

Are you going to take any further action with regard to these arrangements?

Tick as appropriate:

Yes		No	x
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If Yes, please specify what action you are taking:

Aptitude

Paragraphs 2.78 to 2.82 provide guidance on partial selection by aptitude.

Do you have any schools which select pupils by aptitude for a subject?

Tick as appropriate:

Yes	x	No	
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If 'yes' how many?

If yes, do you check the tests that these Schools use to ensure that they are compliant with law?

Tick as appropriate:

Yes	x	No	
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URN	LA Number	Estab number	LA+ESTAB Number	sex of school description	School Name
134317	383	2002	3832002	Mixed	Rufford Park Primary School
107809	383	2270	3832270	Mixed	Guiseley Infant and Nursery School
107810	383	2271	3832271	Mixed	Rawdon Littlemoor Primary School
107813	383	2275	3832275	Mixed	Scholes (Elmet) Primary School
107817	383	2283	3832283	Mixed	Featherbank Infant School
107820	383	2286	3832286	Mixed	Churwell Primary School
107823	383	2292	3832292	Mixed	Hill Top Primary School
107824	383	2293	3832293	Mixed	Seven Hills Primary School
107825	383	2297	3832297	Mixed	Westerton Primary School
107826	383	2301	3832301	Mixed	Calverley Parkside Primary School
107827	383	2302	3832302	Mixed	Westroyd Infant School and Nursery
107828	383	2303	3832303	Mixed	Greenside Primary School
107830	383	2308	3832308	Mixed	Carlton Primary School
107831	383	2309	3832309	Mixed	Robin Hood Primary School
107832	383	2312	3832312	Mixed	Thorpe Primary School
107833	383	2313	3832313	Mixed	Rothwell Haigh Road Infant School
107834	383	2314	3832314	Mixed	Woodlesford Primary School
107838	383	2321	3832321	Mixed	Morley Newlands Primary School
107840	383	2324	3832324	Mixed	Yeadon Westfield Junior School
107841	383	2326	3832326	Mixed	Pudsey Tyersal Primary School
107842	383	2327	3832327	Mixed	Oulton Primary School
107843	383	2328	3832328	Mixed	Swillington Primary School
107844	383	2329	3832329	Mixed	Bramham Primary School
107845	383	2331	3832331	Mixed	Pudsey Bolton Royd Primary School
107846	383	2334	3832334	Mixed	West End Primary School
107847	383	2335	3832335	Mixed	Southroyd Primary and Nursery School
107848	383	2336	3832336	Mixed	Gildersome Primary School
107849	383	2338	3832338	Mixed	Farsley Springbank Junior School
107850	383	2339	3832339	Mixed	Pudsey Primrose Hill Primary School
107851	383	2342	3832342	Mixed	Victoria Junior School
107854	383	2347	3832347	Mixed	Crossley Street Primary School
107855	383	2348	3832348	Mixed	Tranmere Park Primary School
107858	383	2356	3832356	Mixed	Queensway Primary School
107859	383	2358	3832358	Mixed	Yeadon Westfield Infant School
107860	383	2363	3832363	Mixed	Horsforth Newlaithes Junior School
107861	383	2364	3832364	Mixed	Westbrook Lane Primary School
107862	383	2365	3832365	Mixed	Lowtown Primary School
107863	383	2369	3832369	Mixed	Birchfield Primary School
107866	383	2382	3832382	Mixed	Morley Victoria Primary School
107867	383	2384	3832384	Mixed	Kippax Greenfield Primary School
107868	383	2385	3832385	Mixed	Bardsey Primary School
107869	383	2389	3832389	Mixed	Primrose Lane Primary School
107870	383	2390	3832390	Mixed	Wigton Moor Primary School
107871	383	2395	3832395	Mixed	East Garforth Primary School
107872	383	2396	3832396	Mixed	Garforth Green Lane Primary School
107873	383	2397	3832397	Mixed	Ninlands Primary School
107874	383	2398	3832398	Mixed	Broadgate Primary School
107875	383	2399	3832399	Mixed	Kippax North Junior, Infant & Nursery School
107876	383	2400	3832400	Mixed	Deighton Gates Primary School
107877	383	2401	3832401	Mixed	Ashfield Primary School
107879	383	2403	3832403	Mixed	Westgate Primary School
107881	383	2405	3832405	Mixed	Otley the Whartons Primary School
107882	383	2406	3832406	Mixed	Bramhope Primary School
107883	383	2407	3832407	Mixed	Beecroft Primary School

107884	383	2408	3832408	Mixed	Blenheim Primary School
107885	383	2409	3832409	Mixed	Brudenell Primary School
107886	383	2410	3832410	Mixed	Iveson Primary School
107887	383	2411	3832411	Mixed	Kirkstall Valley Primary School
107888	383	2412	3832412	Mixed	Little London Community Primary School and Nursery
107889	383	2413	3832413	Mixed	Quarry Mount Primary School
107890	383	2414	3832414	Mixed	Spring Bank Primary School
107891	383	2415	3832415	Mixed	Rosebank Primary School
107892	383	2416	3832416	Mixed	Adel Primary School
107893	383	2417	3832417	Mixed	Hawksworth Wood Primary School
107894	383	2418	3832418	Mixed	Cookridge Primary School
107896	383	2420	3832420	Mixed	Ireland Wood Primary School
107897	383	2421	3832421	Mixed	Weetwood Primary School
107901	383	2425	3832425	Mixed	Bankside Primary School
107903	383	2427	3832427	Mixed	Chapel Allerton Primary School
107904	383	2428	3832428	Mixed	Gledhow Primary School
107908	383	2432	3832432	Mixed	Talbot Primary School
107909	383	2433	3832433	Mixed	Bracken Edge Primary School
107910	383	2434	3832434	Mixed	Kerr Mackie Primary School
107911	383	2435	3832435	Mixed	Hillcrest Primary School
107912	383	2436	3832436	Mixed	Alwoodley Primary School
107913	383	2437	3832437	Mixed	Carr Manor Primary School
107914	383	2438	3832438	Mixed	Highfield Primary School
107915	383	2439	3832439	Mixed	Moor Allerton Hall Primary School
107916	383	2440	3832440	Mixed	Moortown Primary School
107917	383	2441	3832441	Mixed	Shadwell Primary School
107920	383	2444	3832444	Mixed	Beechwood Primary School
107921	383	2445	3832445	Mixed	Brownhill Primary School
107922	383	2446	3832446	Mixed	Ebor Gardens Primary School
107923	383	2447	3832447	Mixed	Grange Farm Primary School
107924	383	2448	3832448	Mixed	Grimes Dyke Primary School
107925	383	2449	3832449	Mixed	Harehills Primary School
107926	383	2450	3832450	Mixed	Hovingham Primary School
107927	383	2451	3832451	Mixed	Richmond Hill Primary School
107928	383	2452	3832452	Mixed	Seacroft Grange Primary School
107929	383	2453	3832453	Mixed	Colton Primary School
107930	383	2454	3832454	Mixed	Victoria Primary School
107932	383	2456	3832456	Mixed	White Laith Primary School
107933	383	2457	3832457	Mixed	Wykebeck Primary School
107934	383	2458	3832458	Mixed	Cross Gates Primary School
107935	383	2459	3832459	Mixed	Oakwood Primary School
107937	383	2461	3832461	Mixed	Woodlands Primary School
107938	383	2462	3832462	Mixed	Shakespeare Primary School
107939	383	2463	3832463	Mixed	Austhorpe Primary School
107940	383	2464	3832464	Mixed	Manston Primary School
107941	383	2465	3832465	Mixed	Templenewsam Halton Primary School
107942	383	2466	3832466	Mixed	Whitkirk Primary School
107943	383	2467	3832467	Mixed	Parklands Primary School
107944	383	2468	3832468	Mixed	Swarcliffe Primary School
107945	383	2469	3832469	Mixed	Fieldhead Carr Primary School
107946	383	2470	3832470	Mixed	Beeston Primary School
107947	383	2471	3832471	Mixed	Windmill Primary School
107948	383	2472	3832472	Mixed	Cottingley Primary School
107949	383	2473	3832473	Mixed	Greenmount Primary School
107950	383	2474	3832474	Mixed	Hunslet Carr Primary School
107951	383	2475	3832475	Mixed	Hunslet Moor Primary School
107952	383	2476	3832476	Mixed	Ingram Road Primary School
107953	383	2477	3832477	Mixed	Middleton Primary School
107954	383	2478	3832478	Mixed	Westwood Primary School
107955	383	2479	3832479	Mixed	Cross Flatts Park Primary School
107957	383	2481	3832481	Mixed	Low Road Primary School
107958	383	2482	3832482	Mixed	Clappgate Primary School
107959	383	2483	3832483	Mixed	Hugh Gaitskell Primary School

107960	383	2484	3832484	Mixed	Armley Primary School
107961	383	2485	3832485	Mixed	Bramley Primary School
107962	383	2486	3832486	Mixed	Castleton Primary School
107963	383	2487	3832487	Mixed	Cobden Primary School
107964	383	2488	3832488	Mixed	Park Spring Primary School
107965	383	2489	3832489	Mixed	Raynville Primary School
107966	383	2490	3832490	Mixed	Stanningley Primary School
107967	383	2491	3832491	Mixed	Summerfield Primary School
107968	383	2492	3832492	Mixed	Five Lanes Primary School
107969	383	2493	3832493	Mixed	Whingate Primary School
107970	383	2494	3832494	Mixed	Whitecote Primary School
107972	383	2496	3832496	Mixed	Lower Wortley Primary School
107973	383	2497	3832497	Mixed	Lawns Park Primary School
107975	383	2499	3832499	Mixed	Greenhill Primary School
107977	383	2501	3832501	Mixed	Ryecroft Primary School
107979	383	2503	3832503	Mixed	Swinnow Primary School
107980	383	2504	3832504	Mixed	East Ardsley Primary School
107981	383	2505	3832505	Mixed	Farsley Farfield Primary School
107982	383	2506	3832506	Mixed	Rothwell Primary School
107983	383	2507	3832507	Mixed	Allerton Bywater Primary School
107984	383	2510	3832510	Mixed	Sharp Lane Primary School
132795	383	2512	3832512	Mixed	Asquith Primary School
133555	383	2513	3832513	Mixed	All Saints CofE Primary School
131467	383	2801	3832801	Mixed	Kippax Ash Tree Primary School
107985	383	3030	3833030	Mixed	Aberford Church of England Voluntary Controlled Primary School
107986	383	3031	3833031	Mixed	Rawdon St Peter's Church of England Voluntary Controlled Primary School
107987	383	3033	3833033	Mixed	Barwick-in-Elmet Church of England Voluntary Controlled Primary School
107989	383	3037	3833037	Mixed	Harewood Church of England Voluntary Controlled Primary School
107990	383	3038	3833038	Mixed	St Margaret's Church of England Voluntary Controlled Primary School
107992	383	3040	3833040	Mixed	Micklefield Church of England Voluntary Controlled Primary School
107993	383	3043	3833043	Mixed	Rothwell Church of England Voluntary Controlled Primary School
107994	383	3044	3833044	Mixed	Thorner Church of England Voluntary Controlled Primary School
107995	383	3045	3833045	Mixed	St James' Church of England Voluntary Controlled Primary School
107996	383	3046	3833046	Mixed	Calverley Church of England Voluntary Controlled Primary School
107997	383	3047	3833047	Mixed	St Mary's Church of England Controlled Primary School Boston Spa
108000	383	3051	3833051	Mixed	Pool-in-Wharfedale Church of England Voluntary Controlled Primary School
108001	383	3052	3833052	Mixed	Burley St Matthias' Church of England Voluntary Controlled Primary School
108002	383	3053	3833053	Mixed	Middleton St Mary's Church of England Voluntary Controlled Primary School
108003	383	3054	3833054	Mixed	Bramley St Peter's Church of England Voluntary Controlled Primary School
108004	383	3055	3833055	Mixed	Christ Church Upper Armley Church of England Voluntary Controlled Primary School
108005	383	3056	3833056	Mixed	St Bartholomew's CofE Voluntary Controlled Primary School
108006	383	3315	3833315	Mixed	St Chad's Church of England Primary School
108007	383	3329	3833329	Mixed	Roundhay St John's Church of England Primary School
108008	383	3350	3833350	Mixed	St Oswald's Church of England Junior School
108009	383	3351	3833351	Mixed	Hawsworth Church of England Primary School
108010	383	3356	3833356	Mixed	Lady Elizabeth Hastings' Church of England Primary School, Thorp Arch
108011	383	3357	3833357	Mixed	Collingham Lady Elizabeth Hastings' Church of England Primary School
108012	383	3358	3833358	Mixed	St Edward's Catholic Primary School, Boston Spa
108013	383	3359	3833359	Mixed	St Mary's Catholic Primary School, Horsforth
108014	383	3360	3833360	Mixed	St Joseph's Catholic Primary School, Otley
108015	383	3361	3833361	Mixed	St Joseph's Catholic Primary School, Pudsey
108016	383	3362	3833362	Mixed	St Francis Catholic Primary School, Morley
108017	383	3363	3833363	Mixed	St Peter and Paul Catholic Primary School, Yeadon
108018	383	3364	3833364	Mixed	Rothwell St Mary's RC Primary School
108019	383	3365	3833365	Mixed	St Benedict's Catholic Primary School
108020	383	3366	3833366	Mixed	St Joseph's Catholic Primary School, Wetherby
108021	383	3367	3833367	Mixed	St Anthony's Catholic Primary School, Beeston
108022	383	3368	3833368	Mixed	St Augustine's Catholic Primary School
108023	383	3369	3833369	Mixed	Christ The King Catholic Primary School
108024	383	3370	3833370	Mixed	Corpus Christi Catholic Primary School
108025	383	3371	3833371	Mixed	St Francis of Assisi Catholic Primary School
108026	383	3372	3833372	Mixed	Holy Family Catholic Primary School
108027	383	3373	3833373	Mixed	St Urban's Catholic Primary School

108028	383	3374	3833374	Mixed	St Joseph's Catholic Primary School, Hunslet
108029	383	3375	3833375	Mixed	St Nicholas Catholic Primary School
108030	383	3376	3833376	Mixed	Our Lady of Good Counsel Catholic Primary School
108031	383	3377	3833377	Mixed	Sacred Heart Catholic Primary School
108032	383	3378	3833378	Mixed	St Paul's Catholic Primary School
108033	383	3379	3833379	Mixed	St Philip's Catholic Primary and Nursery School
108034	383	3380	3833380	Mixed	Holy Name Catholic Primary School
108035	383	3381	3833381	Mixed	Immaculate Heart of Mary Catholic Primary School
108036	383	3382	3833382	Mixed	St Patrick Catholic Primary School
108037	383	3383	3833383	Mixed	Holy Rosary and St Anne's Catholic Primary School
108039	383	3385	3833385	Mixed	St Theresa's Catholic Primary School
108040	383	3636	3833636	Mixed	Mount St Mary's Catholic Primary School
108041	383	3902	3833902	Mixed	Adel St John the Baptist Church of England Primary School
108042	383	3903	3833903	Mixed	Cookridge Holy Trinity Church of England Primary School
108043	383	3904	3833904	Mixed	Kirkstall St Stephen's Church of England Primary School
108046	383	3907	3833907	Mixed	Meanwood Church of England Primary School
108047	383	3908	3833908	Mixed	St Matthew's Church of England Aided Primary School
108048	383	3909	3833909	Mixed	All Saint's Richmond Hill Church of England Primary School
108049	383	3910	3833910	Mixed	Manston St James Church of England Primary School
108050	383	3911	3833911	Mixed	St Peter's Church of England Primary School, Leeds
108051	383	3912	3833912	Mixed	Whinmoor St Paul's Church of England Primary School
108052	383	3913	3833913	Mixed	Beeston Hill St Luke's Church of England Primary School
108053	383	3914	3833914	Mixed	Hunslet St Mary's Church of England Primary School
108054	383	3915	3833915	Mixed	Brodetsky Primary School
134319	383	3916	3833916	Mixed	Methley Primary School
134405	383	3917	3833917	Mixed	Strawberry Fields Primary School
134406	383	3918	3833918	Mixed	Blackgates Primary School
134408	383	3920	3833920	Mixed	Pudsey Waterloo Primary
134407	383	3921	3833921	Mixed	Drighlington Primary School
134513	383	3922	3833922	Mixed	Hollybush Primary
134516	383	3923	3833923	Mixed	Meadowfield Primary School
134913	383	3925	3833925	Mixed	Great Preston VC CofE Primary School
134973	383	3926	3833926	Mixed	Fountain Primary School
121791	383	3927	3833927	Mixed	The New Bewerley Community Primary School
131111	383	3928	3833928	Mixed	Valley View Community Primary School
131570	383	3929	3833929	Mixed	Shire Oak VC Primary School
135162	383	3930	3833930	Mixed	Mill Field Primary School
135210	383	3931	3833931	Mixed	Allerton CofE Primary School
108055	383	4006	3834006	Mixed	Lawnswood School
108056	383	4031	3834031	Mixed	City of Leeds School
108057	383	4032	3834032	Mixed	Allerton High School
108058	383	4040	3834040	Mixed	Allerton Grange School
108059	383	4041	3834041	Mixed	Carr Manor High School
108062	383	4044	3834044	Mixed	Primrose High School
108063	383	4045	3834045	Mixed	John Smeaton Community College
108064	383	4046	3834046	Mixed	Temple Moor High School Science College
108065	383	4047	3834047	Mixed	Cockburn College of Arts
108071	383	4056	3834056	Mixed	Farnley Park Maths & Computing College
108074	383	4059	3834059	Girls	Parklands Girls' High School
108075	383	4062	3834062	Mixed	Ralph Thoresby School
108076	383	4063	3834063	Mixed	Roundhay School Technology College
108078	383	4101	3834101	Mixed	Morley High School
108079	383	4102	3834102	Mixed	Pudsey Grangefield School
108080	383	4103	3834103	Mixed	Rodillian School
108081	383	4104	3834104	Mixed	Royds School Specialist Language College
108082	383	4105	3834105	Mixed	Woodkirk High Specialist Science School
108083	383	4106	3834106	Mixed	Benton Park School
108084	383	4107	3834107	Mixed	Crawshaw School
108085	383	4108	3834108	Mixed	Guiseley School
108086	383	4109	3834109	Mixed	Bruntcliffe School
108087	383	4110	3834110	Mixed	Priesthorpe School
108088	383	4111	3834111	Mixed	Wetherby High School
108089	383	4112	3834112	Mixed	Garforth Community College

108090	383	4113	3834113	Mixed	Brigshaw High School and Language College
108091	383	4114	3834114	Mixed	Boston Spa School
108092	383	4115	3834115	Mixed	Horsforth School
108093	383	4501	3834501	Mixed	Otley Prince Henry's Grammar School Specialist Language College
108094	383	4601	3834601	Mixed	St Mary's Catholic Comprehensive School, Menston
108095	383	4751	3834751	Mixed	Cardinal Heenan Catholic High School
108096	383	4752	3834752	Mixed	Corpus Christi Catholic College
108097	383	4753	3834753	Mixed	Mount St Mary's Catholic High School
135551	383	4852	3834852	Mixed	Swallow Hill Community College
108100	383	5200	3835200	Mixed	Lady E Hastings CofE Primary School
108101	383	5400	3835400	Mixed	Abbey Grange Church of England High School
131898	383	6905	3836905	Mixed	David Young Community Academy
135935	383	6906	3836906	Mixed	Leeds West Academy
135969	383	6907	3836907	Mixed	South Leeds Academy
108119	383	7015	3837015	Mixed	John Jamieson School
108120	383	7016	3837016	Mixed	St John's Catholic School for the Deaf (Boston Spa)
108123	383	7062	3837062	Mixed	Broomfield South SILC
108129	383	7068	3837068	Mixed	Elmete Wood - BESD SILC (Behaviour, Emotional, Social Difficulties Specie
108133	383	7072	3837072	Mixed	West Oaks School North East Specialist Inclusive Learning Centre
134885	383	7073	3837073	Mixed	North West Specialist Inclusive Learning Centre
134884	383	7074	3837074	Mixed	West Specialist Inclusive Learning Centre

school type	headcount of pupils	fte pupils	Number of pupils (used for FSM calculation)	number of pupils taking free school meals	% of pupils taking free school meals	number of pupils known to be eligible for free school meals		Children considered to be placed under FAP	Children actually placed under FAP
						eligible for free school meals	% of pupils known to be eligible for free school meals		
Community	215	215	215	32	14.9	38	17.7	1	0
Community	270	235	269	17	6.3	23	8.6	1	1
Community	310	310	311	18	5.8	18	5.8	1	1
Community	265	250	266	10	3.8	17	6.4	3	3
Community	175	175	177	x	x	4	2.3	0	0
Community	460	430	462	21	4.5	22	4.8	6	0
Community	245	225	243	9	3.7	11	4.5	2	0
Community	400	375	401	49	12.2	68	17.0	1	1
Community	730	675	730	43	5.9	45	6.2	3	3
Community	260	235	262	13	5.0	13	5.0	0	0
Community	255	220	257	9	3.5	9	3.5	0	0
Community	290	290	289	5	1.7	5	1.7	2	1
Community	290	265	288	23	8.0	25	8.7	0	0
Community	360	335	361	13	3.6	19	5.3	4	2
Community	170	155	169	34	20.1	34	20.1	2	1
Community	180	155	180	29	16.1	38	21.1	1	1
Community	475	450	474	28	5.9	37	7.8	4	1
Community	425	395	426	47	11.0	68	16.0	4	3
Community	230	230	230	21	9.1	24	10.4	1	1
Community	225	210	226	29	12.8	45	19.9	3	2
Community	315	290	314	41	13.1	67	21.3	3	1
Foundation	205	190	208	21	10.1	25	12.0	0	0
Community	35	35	34	8	23.5	8	23.5	0	0
Community	465	420	465	55	11.8	59	12.7	0	0
Community	260	235	258	4	1.6	5	1.9	1	0
Community	410	375	409	44	10.8	49	12.0	5	4
Community	190	190	189	10	5.3	14	7.4	3	3
Community	220	220	218	7	3.2	12	5.5	0	0
Community	395	355	393	27	6.9	39	9.9	3	2
Community	145	145	143	31	21.7	38	26.6	1	0
Community	230	210	232	7	3.0	12	5.2	1	0
Community	310	310	310	5	1.6	9	2.9	0	0
Community	240	220	241	39	16.2	39	16.2	2	2
Community	205	175	203	14	6.9	16	7.9	1	1
Community	180	180	180	3	1.7	6	3.3	0	0
Community	205	205	206	3	1.5	3	1.5	0	0
Community	200	200	200	20	10.0	22	11.0	3	2
Community	265	235	263	26	9.9	36	13.7	3	1
Community	485	445	484	19	3.9	31	6.4	4	1
Foundation	175	175	175	13	7.4	18	10.3	0	0
Community	185	185	183	x	x	3	1.6	2	2
Community	245	220	243	4	1.6	9	3.7	1	0
Community	405	405	406	22	5.4	22	5.4	0	0
Foundation	350	325	351	19	5.4	21	6.0	0	0
Academies	370	345	369	13	3.5	17	4.6	1	1
Foundation	425	405	427	9	2.1	16	3.7	2	2
Community	240	215	239	36	15.1	48	20.1	2	1
Foundation	200	175	198	22	11.1	22	11.1	0	0
Community	285	285	286	10	3.5	11	3.8	0	0
Community	195	175	197	55	27.9	55	27.9	1	1
Community	250	230	252	7	2.8	11	4.4	3	2
Community	205	205	204	12	5.9	14	6.9	0	0
Community	255	255	253	x	x	x	x	3	3
Community	265	245	266	40	15.0	49	18.4	3	1

Community	185	165	185	45	24.3	47	25.4	3	1
Community	235	235	234	54	23.1	55	23.5	16	7
Community	215	215	216	62	28.7	62	28.7	6	5
Community	225	220	223	52	23.3	66	29.6	6	2
Community	175	175	173	77	44.5	78	45.1	8	7
Community	155	155	157	50	31.8	56	35.7	7	5
Community	205	205	204	43	21.1	43	21.1	7	1
Community	260	250	261	86	33.0	100	38.3	15	10
Community	255	235	256	9	3.5	14	5.5	4	1
Community	175	175	176	85	48.3	102	58.0	1	1
Community	300	300	298	47	15.8	62	20.8	4	1
Community	200	200	202	55	27.2	60	29.7	1	0
Community	255	235	257	3	1.2	3	1.2	1	0
Community	615	570	614	112	18.2	141	23.0	3	2
Community	470	440	470	69	14.7	73	15.5	5	3
Community	495	460	494	35	7.1	47	9.5	4	1
Community	500	460	498	8	1.6	16	3.2	2	0
Community	325	305	323	100	31.0	116	35.9	7	2
Community	480	460	478	26	5.4	34	7.1	2	0
Community	445	420	446	144	32.3	156	35.0	9	5
Community	495	460	496	44	8.9	58	11.7	5	1
Community	495	460	494	58	11.7	71	14.4	4	2
Community	325	325	324	10	3.1	12	3.7	2	2
Community	345	325	347	39	11.2	51	14.7	2	2
Community	200	200	201	19	9.5	21	10.4	4	0
Community	195	195	195	7	3.6	8	4.1	1	0
Community	385	365	387	130	33.6	175	45.2	8	5
Community	410	375	412	168	40.8	198	48.1	26	19
Community	255	230	253	101	39.9	116	45.8	4	2
Community	380	360	381	127	33.3	168	44.1	2	2
Community	245	230	247	57	23.1	79	32.0	6	6
Community	670	615	669	151	22.6	160	23.9	33	11
Community	495	465	497	94	18.9	117	23.5	25	10
Community	190	175	189	91	48.1	106	56.1	11	7
Community	220	220	218	127	58.3	144	66.1	9	5
foundation	245	220	247	10	4.0	10	4.0	0	0
Community	375	350	374	75	20.1	106	28.3	9	3
Community	200	185	200	37	18.5	43	21.5	3	3
Community	240	220	242	102	42.1	133	55.0	2	2
Community	210	195	210	82	39.0	88	41.9	1	1
Community	440	410	438	159	36.3	205	46.8	17	11
Community	460	435	462	165	35.7	216	46.8	17	10
Community	365	340	366	120	32.8	160	43.7	16	6
Foundation	195	195	197	3	1.5	4	2.0	0	0
Community	175	175	177	30	16.9	54	30.5	1	1
Foundation	495	460	497	35	7.0	41	8.2	8	2
Foundation	285	285	287	18	6.3	21	7.3	0	0
Community	250	250	253	148	58.5	178	70.4	3	3
Community	225	200	225	75	33.3	75	33.3	6	3
Community	230	210	229	35	15.3	49	21.4	1	1
Community	460	425	461	49	10.6	66	14.3	8	2
Community	305	305	307	169	55.0	194	63.2	7	4
Community	280	255	279	104	37.3	133	47.7	9	2
Community	385	360	385	115	29.9	115	29.9	15	3
Community	355	330	357	98	27.5	132	37.0	8	5
Community	355	325	357	97	27.2	113	31.7	11	7
Community	205	185	204	77	37.7	84	41.2	4	4
Community	340	340	341	176	51.6	210	61.6	8	8
Community	310	285	308	98	31.8	110	35.7	1	1
Community	255	230	254	61	24.0	70	27.6	16	2
Community	135	120	134	28	20.9	47	35.1	3	3
Community	255	240	256	60	23.4	85	33.2	0	0
Community	485	450	487	139	28.5	152	31.2	21	15

Community	180	175	180	53	29.4	65	36.1	3	3
Community	225	205	226	72	31.9	90	39.8	4	4
Community	245	225	243	90	37.0	96	39.5	2	2
Community	200	185	201	53	26.4	58	28.9	2	2
Community	285	270	286	47	16.4	67	23.4	4	4
Community	455	415	454	88	19.4	129	28.4	4	1
Community	255	235	257	48	18.7	53	20.6	1	0
Community	250	225	248	36	14.5	49	19.8	4	3
Community	470	435	472	39	8.3	60	12.7	2	1
Community	450	415	451	106	23.5	136	30.2	7	5
Community	445	405	445	77	17.3	100	22.5	4	4
Community	335	310	337	39	11.6	45	13.4	0	0
Community	255	230	254	28	11.0	33	13.0	0	0
Community	330	310	328	69	21.0	90	27.4	3	2
Community	135	135	134	52	38.8	65	48.5	2	2
Community	250	240	250	35	14.0	47	18.8	6	4
Community	365	335	363	30	8.3	34	9.4	2	2
Community	390	365	388	38	9.8	38	9.8	0	0
Community	315	285	313	29	9.3	30	9.6	2	0
Foundation	200	180	198	27	13.6	35	17.7	1	0
Community	460	420	461	76	16.5	113	24.5	4	3
Community	250	230	250	22	8.8	23	9.2	2	0
Voluntary controlled	240	215	239	7	2.9	7	2.9	5	2
Foundation	390	370	388	31	8.0	37	9.5	3	2
Voluntary controlled	100	100	102	3	2.9	3	2.9	0	0
Voluntary controlled	315	315	315	12	3.8	11	3.5	0	0
Voluntary controlled	145	145	147	10	6.8	11	7.5	3	3
Voluntary controlled	105	105	103	4	3.9	4	3.9	2	2
Voluntary controlled	405	405	403	33	8.2	33	8.2	2	2
Voluntary controlled	95	90	96	17	17.7	22	22.9	3	3
Voluntary controlled	200	200	198	27	13.6	27	13.6	1	1
Voluntary controlled	155	155	154	10	6.5	13	8.4	1	0
Voluntary controlled	80	80	83	24	28.9	24	28.9	0	0
Voluntary controlled	280	280	278	6	2.2	6	2.2	0	0
Voluntary controlled	120	120	121	8	6.6	8	6.6	1	1
Voluntary controlled	200	200	201	7	3.5	7	3.5	0	0
Voluntary controlled	150	150	150	40	26.7	49	32.7	11	9
Voluntary controlled	395	355	396	130	32.8	134	33.8	1	1
Voluntary controlled	235	235	233	57	24.5	66	28.3	5	4
Voluntary controlled	150	150	152	44	28.9	56	36.8	2	1
Voluntary controlled	415	375	418	105	25.1	125	29.9	6	6
Voluntary aided	240	225	242	24	9.9	29	12.0	3	1
Voluntary aided	260	235	258	18	7.0	20	7.8	2	0
Voluntary aided	250	250	251	17	6.8	21	8.4	2	1
Voluntary aided	95	95	96	0	0.0	0	0.0	1	1
Voluntary aided	135	135	135	3	2.2	6	4.4	3	0
Voluntary aided	205	205	204	4	2.0	4	2.0	1	0
Voluntary aided	140	140	141	5	3.5	5	3.5	0	0
Voluntary aided	210	210	211	4	1.9	4	1.9	0	0
Voluntary aided	190	190	191	11	5.8	11	5.8	2	0
Voluntary aided	215	215	216	11	5.1	12	5.6	0	0
Voluntary aided	110	110	111	15	13.5	15	13.5	3	3
Voluntary aided	215	215	213	3	1.4	4	1.9	0	0
Voluntary aided	205	205	204	10	4.9	10	4.9	2	0
Voluntary aided	225	210	223	6	2.7	6	2.7	0	0
Voluntary aided	225	215	226	0	0.0	0	0.0	1	1
Voluntary aided	205	205	207	32	15.5	38	18.4	5	1
Voluntary aided	435	400	434	71	16.4	88	20.3	8	2
Voluntary aided	185	185	183	16	8.7	24	13.1	0	0
Voluntary aided	375	375	376	92	24.5	123	32.7	7	1
Voluntary aided	200	190	202	44	21.8	47	23.3	4	0
Voluntary aided	200	190	201	59	29.4	59	29.4	2	2
Voluntary aided	210	210	209	19	9.1	23	11.0	2	0

Voluntary aided	155	155	153	58	37.9	62	40.5	3	2
Voluntary aided	275	275	273	62	22.7	65	23.8	2	0
Voluntary aided	235	225	235	46	19.6	57	24.3	5	2
Voluntary aided	195	180	197	43	21.8	52	26.4	2	1
Voluntary aided	205	205	203	21	10.3	23	11.3	1	0
Voluntary aided	215	205	215	45	20.9	48	22.3	1	0
Voluntary aided	205	205	205	22	10.7	24	11.7	1	1
Voluntary aided	400	400	399	3	0.8	9	2.3	2	0
Voluntary aided	210	210	210	32	15.2	33	15.7	3	1
Voluntary aided	245	225	245	78	31.8	78	31.8	5	2
Voluntary aided	510	475	512	30	5.9	44	8.6	5	0
Voluntary aided	100	100	100	36	36.0	45	45.0	0	0
Voluntary aided	195	195	196	9	4.6	12	6.1	0	0
Voluntary aided	385	385	387	36	9.3	41	10.6	2	2
Voluntary aided	205	205	204	57	27.9	85	41.7	2	2
Voluntary aided	215	215	215	14	6.5	17	7.9	0	0
Voluntary aided	390	390	388	58	14.9	62	16.0	1	1
Voluntary aided	245	220	245	64	26.1	82	33.5	5	2
Voluntary aided	385	385	386	21	5.4	34	8.8	1	0
Voluntary aided	230	215	229	77	33.6	87	38.0	4	2
Voluntary aided	205	205	206	26	12.6	28	13.6	0	0
Voluntary aided	375	335	374	87	23.3	87	23.3	6	1
Voluntary aided	200	200	198	60	30.3	67	33.8	4	2
Voluntary aided	260	240	259	9	3.5	9	3.5	0	0
Community	440	400	438	24	5.5	30	6.8	1	0
Foundation	340	310	338	32	9.5	50	14.8	2	2
Community	325	300	324	33	10.2	51	15.7	6	4
Community	405	370	403	71	17.6	71	17.6	3	3
Community	430	400	431	39	9.0	41	9.5	3	3
Community	295	295	293	137	46.8	165	56.3	10	9
Foundation	440	400	439	179	40.8	227	51.7	17	8
Voluntary controlled	200	200	199	23	11.6	25	12.6	1	0
Community	430	400	432	43	10.0	62	14.4	7	6
Community	285	285	284	133	46.8	154	54.2	18	6
Community	135	135	133	30	22.6	37	27.8	1	1
Voluntary controlled	180	180	182	33	18.1	41	22.5	9	6
Community	215	205	215	107	49.8	118	54.9	5	4
Voluntary controlled	210	210	208	52	25.0	67	32.2	4	4
Community	1465	1465	1465	118	8.1	313	21.4	21	5
Community	430	430	520	161	31.0	204	39.2	31	5
Community	1135	1135	1135	108	9.5	131	11.5	25	6
Community	1565	1565	1564	191	12.2	281	18.0	19	4
Community	785	785	789	224	28.4	291	36.9	9	3
Community	785	785	914	239	26.1	431	47.2	66	18
Community	920	920	921	313	34.0	319	34.6	24	8
Foundation	1265	1265	1272	103	8.1	194	15.3	16	12
Community	1050	1050	1051	258	24.5	352	33.5	46	12
Community	825	825	826	121	14.6	172	20.8	13	8
Community	665	665	667	141	21.1	292	43.8	20	15
Community	1030	1030	1032	190	18.4	198	19.2	11	4
Community	1540	1540	1541	180	11.7	192	12.5	42	5
Academies	1555	1555	1555	102	6.6	137	8.8	18	10
Foundation	1125	1125	1130	100	8.8	120	10.6	22	8
Community	1210	1210	1212	195	16.1	226	18.6	13	8
Community	1240	1240	1242	116	9.3	223	18.0	14	10
Community	1840	1840	1851	127	6.9	155	8.4	14	9
Community	1415	1415	1417	65	4.6	94	6.6	6	4
Foundation	1145	1145	1151	89	7.7	134	11.6	14	6
Community	1335	1335	1335	32	2.4	70	5.2	4	2
Community	1480	1480	1494	161	10.8	253	16.9	18	10
Community	1160	1160	1159	80	6.9	149	12.9	19	8
Foundation	965	965	965	79	8.2	79	8.2	5	1
Academies	2010	2010	2008	73	3.6	93	4.6	5	4

Foundation	1380	1380	1383	133	9.6	133	9.6	17	14
Foundation	1695	1695	1696	74	4.4	196	11.6	7	3
Community	1385	1385	1388	60	4.3	109	7.9	4	1
Community	1420	1420	1425	42	2.9	69	4.8	14	8
Voluntary aided	1200	1200	1201	25	2.1	33	2.7	7	1
Voluntary aided	905	905	903	109	12.1	135	15.0	13	4
Voluntary aided	930	930	929	179	19.3	224	24.1	14	8
Voluntary aided	925	925	926	142	15.3	225	24.3	24	5
Community	1765	1765	1766	503	28.5	507	28.7	31	6
Voluntary aided	115	115	117	0	0.0	0	0.0	0	0
Voluntary aided	1250	1250	1249	80	6.4	100	8.0	13	2
Academies	1000	1000	1002	298	29.7	371	37.0	35	11
Academies	895	895	896	204	22.8	292	32.6	25	11
Academies	1035	1035	1071	410	38.3	474	44.3	36	13
Community Special	155	155	165	54	32.7	56	33.9	0	0
Non-Maintained Special	80	80	79	21	26.6	21	26.6	0	0
Community Special	150	150	152	32	21.1	36	23.7	0	0
Community Special	85	85	87	20	23.0	36	41.4	0	0
Community Special	140	140	140	45	32.1	57	40.7	0	0
Community Special	230	230	228	42	18.4	56	24.6	0	0
Community Special	140	140	138	41	29.7	50	36.2	0	0

Number of appeals held	Number of appeals upheld	Number of appeals pending	Admission Arrangements referred / may be referred to the OSA (Y/N)
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27	12	3
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5	2	0
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12	12	1
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5	4	1
12	5	1
4	3	0
11	4	3
1	1	0
7	6	0
0	0	0
14	8	6

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7	4	22
23	5	0
11	5	0
10	2	2
10	7	0
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Report of : Head of Service – School Access

Meeting: Admissions Forum

Date of meeting: 15 June 2011

SUBJECT: Briefing on Draft Admissions Code 2011

1.0 Purpose Of This Report

To advise the Leeds Admissions Forum on the content of the consultation on a new School Admissions Code released on 27 May 2011.

2.0 Background Information

The current Schools Admissions Code has been in force since February 2009. The draft School Admissions Code and draft School Admission Appeals Code were released for consultation on 27 May 2011. The consultation period runs for 12 weeks, which would be 19 August 2011. The government's stated intention is to simplify and slim down the Code and to reduce bureaucracy.

The previous Code contained 'must' and 'must not's as well as 'should' and 'should not's. The 'should's do not exist in the new Code. The statutory instruments which provide the primary legislation on which the Admissions Code is based are to be updated. They are not available at the time of this consultation but the intention is that they will confirm the new Code and not add another layer of requirements.

The Education Bill, subject to Royal assent, will enable the Schools Adjudicator to hear objections about all state-funded schools, including academies. It will also see the statutory requirement for an Admissions Forum removed. There is no reference to Admissions Forums in the new Code. Enactment of the Education Bill is currently expected to be in early 2012.

3.0 Main Issues

Key changes highlighted in the consultation:

The removal of the requirement on local authorities to coordinate in year admissions.

There is no doubt that the introduction of full coordination in September 2010 has been challenging. The assessment by the previous government that this would be 'cost neutral' was significantly misplaced. Despite the obstacles and additional work involved, the majority of local authorities are of the view that it has provided the most equitable and fairest system for parents, as well as carrying many safeguarding benefits. The team in Leeds have dealt with over 7,000 transfer requests in the last 12 months (although full coordination has only been in place for 9 of those months - only community school transfers were dealt with previously) and at peak times there have been delays for parents in receiving the offer of a school place.

The proposal in the new Code is that parents apply directly to schools. Schools must then advise the authority of both the application and the outcome (offer or refusal). The authority must make available a suitable form which parents can use to apply, and maintain an up to date record of where vacancies exist. Parents would only approach the authority for advice and guidance, and to find out which schools have places.

Changes to the Published Admission Number (PAN)

Admission authorities will no longer have to consult on an increase to PAN. They will notify the local authority of their intention to increase. The local authority and other interested parties will still have the right to object to the Schools Adjudicator after 15 April each year, but there will be a presumption that the increase will be agreed unless there is a clear threat to pupil safety. Schools will no longer have to seek approval from the local authority to admit pupils in year above PAN. The intention is that popular schools will be able to expand more easily.

Similarly a school will not be able to reduce its PAN unless there is evidence of sustained lack of parental demand.

Random Allocation

Local authorities will not be permitted to use random allocation as the primary means of determining places. This is presently only used in Leeds as a tie break where there are two children the same distance from a school, e.g. in a block of flats, and this use would still be permitted.

Infant Class size exceptions

There is a proposal to add two further exceptions. Twins (and multiple births), and Service personnel arriving outside of the normal admission round. Although not made clear within the Code, the consultation document states that they are also consulting on removing the requirement to take qualifying measures to get back to 30 at the end of the academic year in which the excepted children entered the class. Clearly this has the potential to result in larger class sizes in Key Stage 1.

Reduction in consultation requirements

Where no changes to the admission arrangements are proposed, consultation will only be required every seven years. As increasing PAN does not require consultation, changes only to the admission number would not require consultation on all of the arrangements. At present the requirement is for consultation every three years.

Giving priority to children attracting the Pupil Premium

Children who are eligible for Free School Meals attract the Pupil Premium. The proposal is to allow Free Schools and Academies only to give a higher priority for admissions to children from poorer families.

Children of school staff

Although the Code prohibits considering a parents employment status in admissions criteria the proposal is that admission authorities could choose to give a higher priority to children of staff at the school. It would be for them to define 'staff' and whether this includes teaching and non-teaching.

Changes not highlighted in the consultation but worthy of note:

In streamlining the Code the obstacles to creating the sibling link between entry into infant school when the older child has already moved on to junior school has been removed and we could introduce the long requested change to strengthen the link between infant and their linked junior schools.

The authority must provide full time and part time places for parents wishing to defer entry into primary school.

The prospectus would continue to need to be available online, but only in hard copy for those parents without access to the internet. There is also no detail as to what must be contained which would allow us to produce information for parents in a more flexible way.

There is no requirement for independent Choice Advice to be provided. The local authority does retain a duty to provide information, advice and guidance for parents but it does not have to provide an independent service. The centrally funded Choice Advice Support and Quality assurance Network has already been brought to a close and Choice Advisers are now being directed to their local authority Admissions Team for advice.

Fair Access Protocol

This remains but must be agreed with the majority of schools. It must include how the local authority will use alternative provision for those not considered ready for mainstream schools. The Protocol would only be triggered where a parent cannot secure a place. At present in Leeds we use the Protocol very proactively, on application, to enable us to balance the needs of the child with a fair sharing arrangement for schools, that has in recent years ensured that every child in Leeds does receive the offer of an appropriate school place. With the support and partnership of all of the schools and academies in Leeds, the Fair Access Protocol has been very successful. To use FAP only when a parent has been unable to secure a place will leave the most vulnerable and difficult to place children out of school for longer. Under the proposal there would also be no requirement to consider parental preference when using the Protocol.

Key changes to the Admission Appeals Code:

Changes to timescales. At present parents must be given a minimum of 10 days in which to appeal, although there is no deadline and appeals must be accepted at any time. The proposal is to give parents a minimum of 30 working days to appeal, for two stated reasons. The first is that it gives parents longer to consider other options in the belief that fewer parents will go on to appeal. The second is to allow parents time to submit a more complete appeal. This leads into a further proposal that parents will have at least two opportunities to submit further evidence, but that there will be no requirement for the panel to accept evidence not submitted in advance of the hearing.

Currently timescales for appeals are in school days. The new Code changes these to working days. This will lead to a necessity to hear appeals during school holiday, which may prove difficult for schools that are their own admitting authority.

We presently have until 6 July to hear all on time secondary school appeals, which we achieve each year. The new Code will require appeals to be heard with 40 working days of the deadline. For large authorities such as Leeds, this will be very difficult to achieve. For example last year 400 secondary appeals were heard during the summer. We had all of April, May and June within which to hear them. Under the proposed timescales parents would have six weeks in which to lodge their appeal which would be about 20 April. We would then have to give 15 days notice of the appeal leaving 25 working days to hear all appeals. To hear all primary appeals within the timescales would require the offer date to be at least two weeks earlier than it is at present.

Appeals will be able to be heard on school premises and will no longer require a neutral venue. Training for panel members is currently required every two years with annual updates. The proposal is that this is relaxed, although panel members will still require training before they can first begin to hear appeals.

4.0 Conclusions

The Code is much reduced in size and is now only 29 pages in length. A great deal of prescriptive detail has been removed. The role of the local authority is diminished, and the Education Bill would also see the removal of the statutory role of the Admission Forum.

5.0 Recommendations

Forum may wish to meet again, either in full, or in a smaller sub group, to consider the new Code in detail and submit their response to the consultation before the deadline of 19 August 2011.

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Originator: Viv Buckland
Tel: 0113 247 4956
Ref AF workprogramme

REPORT TO LEEDS ADMISSION FORUM

Date: 15th June 2011
Venue: Civic Hall
Time: 4.00pm

ADMISSION FORUM WORK PROGRAMME FOR 2011/12

MEETING DATE 15th JUNE 2011

- 1 Results of the Annual Consultation 2011
- 2 Draft Report to the Schools Adjudicator
- 3 Briefing on the Draft Admissions Code
- 4 Report from the Challenging Children Sub-Committee on fair access.
- 5 Admissions Customer Service Satisfaction

MEETING DATE 15th NOVEMBER 2011

1. Update on the 2011/12 admission round.
2. Consultation items proposed by Education Leeds.
3. Review the published advice to parents and choice advice.
4. Demographic information and future projections.

MEETING DATE ?? MARCH 2011

- 1 . Update on the 2010/11 admission round including hotspots.
2. Report from the Challenging Children Sub Committee on fair access.
3. Consultation Update – Proposed Admission Number Changes, September 2012 Round
4. Migration of Children from Colton to Primary Schools within Garforth
5. Reintegration of Education Services (Education Leeds back to LEA)

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