



AGENDA

Kent County Council

KENT SCHOOLS ADMISSIONS FORUM

Tuesday, 12th July, 2011, at 4.00 pm
Seminar Lecture Theatre, Sessions House, County Hall Maidstone

1. Apologies/Substitutes
2. Minutes of the meeting held on 20 October 2010 (1 - 6)
3. Matters Arising
4. Local Authority Report to the Adjudicator (includes numbers of Fair Access Placements) (7 - 32)
5. Update on Admissions Schemes/Issues with reallocation and Appeals (33 - 80)
6. Briefing on Proposed changes to the School Admissions and Appeals Codes
7. General discussion about Schemes of Education in light of the changing education
8. Future of the Admissions Forum
9. Any Other Business

Geoff Rudd
Clerk to the Forum
(01622) 694358

Monday, 4 July 2011

Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.

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KENT SCHOOLS ADMISSIONS FORUM

MINUTES of a meeting of the Kent Schools Admissions Forum held in the Garden Room, Oakwood House, Maidstone on Wednesday 20 October 2010.

PRESENT: The Reverend N Genders (Chairman), Mr G Cooke (Vice-Chairman), Mr K Burleton (Substitute for Mr S Parr), Mr G Chisnell, Mr P Dalton, Col J Gunnell, Mrs S V Hohler, Mrs T Luke (substitute for Mr F Green), Mrs E Watson and Mrs J Young

IN ATTENDANCE: Mr S Bagshaw (Head of Admissions & Transport) and Mr G Rudd (Assistant Democratic Services Manager)

APOLOGIES: Mrs R Chinnadurai, Mr F Green, Mr P Karnavas, Mr S Parr, Mr J Stanley, and Mr J Watt.

UNRESTRICTED ITEMS

35. Minutes

RESOLVED that the Minutes of the meeting held on 14 June 2010 are correctly recorded and that they be signed by the Chairman.

36. Matters Arising

(1) Mrs Hohler referred to Item 4 and requested that the role of the Independent Appeal Panels be put on the agenda for the next meeting of the Forum.

(2) (i) Mrs Hohler referred to Item 7 (ii) and reported that following the Local Authority's challenge of the Super Selective grammar schools through the adjudicators office a public meeting was held in Tunbridge Wells. Mrs Hohler went on to advise the Members that the adjudicator had now given his ruling that these schools could continue with the policy.

(ii) Mr Bagshaw added that this practice was now being adopted by some of the other grammar schools, e.g. Dartford Boys Grammar School, which added to the difficulties of planning places.

(iii) Mrs Hohler reported that some parents supported the Super Selective principles where they would not qualify on location grounds.

(iv) Reverend Genders referred to a letter received from the East Sussex County Council Admissions Forum complaining that it had not been consulted on the challenge to the Adjudicator. Mr Bagshaw informed the Forum that East Sussex parents had contacted the East Sussex County Council. He confirmed that there had been a public consultation which included East Sussex County Council. He further advised that there was no duty on the part of the Local Authority or Forum to advise that objections had been received. This was the responsibility of the Adjudicators Office and that this was made clear to the East Sussex County Council officers.

(v) It was agreed that Mr Bagshaw and Reverend Genders would draft a response to East Sussex County Council Admissions Forum.

(3) (i) Mr Bagshaw referred to Item 33 and gave the Forum an update on the Co-ordinated In Year Admissions process. He advised the Members that three full time staff and ten temporary staff were engaged in the process. He explained that one of the problems experienced had been that the volume of applications initially received had been more than anticipated. He added that it had taken over a week to get them put on the system and that in the first month there had been approximately 600 applications to deal with. He confirmed that to date over 2000 applications had been received. Mr Bagshaw reported that some schools had not returned the waiting list information requested prior to the holidays and that this had added to the difficulty faced by his staff. Mr Bagshaw also explained that the additional heavy workload had affected other deadlines. He advised the Forum that there had been concerns about getting the scheme published in time. He summarised the situation by confirming that his staff had been under intense pressure and parents had been waiting a very long time to have their situation resolved. Mr Bagshaw explained that the Admissions team had been trying to find a way through the bureaucratic procedures but that for a Local Authority of Kent's size the process was not a practical one.

(ii) Reverend Genders understood that the Secretary of State had been written to about the impracticalities of the process for Kent. He formally recorded the Forum's thanks to the Admissions staff for all their efforts in trying to make this work.

(iii) Mrs Hohler endorsed her thanks to Mr Bagshaw and his staff. She had been aware of the large volume of the applications and understood that sometimes this had been as many as 100 in one day. Mrs Hohler confirmed that she had written to the Secretary of State but that his response was still awaited.

(iv) Mr Rudd advised that one of the side effects of the increase in the admissions applications is the likelihood of the increase in appeals. Mr Bagshaw added that his own staff would also be engaged in these when they would normally be doing other things necessary within the Admissions and Transport teams.

(v) Reverend Genders enquired as to how Kent compared with other Local Authorities. Mr Bagshaw advised the Forum that there was a legal duty on schools to inform the Local Authority of applications received and whether a place could be offered. He confirmed that this could be dealt with by a small team and that this would satisfy the Secretary of State's safeguarding issues which had led to the introduction of the In Year Admission process. Mr Bagshaw suggested that some of the smaller Local Authorities had found that the process worked for them and that they liked having the control over schools that it gave them. His concern was that his objections to the Secretary of State were not getting the sort of support from other Local Authorities that he would have liked.

(vi) Mr Dalton asked whether more children were getting into schools because of this safeguarding process. Mr Bagshaw felt that the opposite was the case. The delays caused by the process had kept children out of schools.

(vii) The Forum agreed that Mr Bagshaw and Reverend Genders would put together a letter to the Secretary of State from the Forum outlining its concerns about the affects of the In Year Admissions process in Kent.

37. Constitution of Forum and Terms of Reference

(1) (i) Mr Rudd reported that Mr Luxmoore had resigned as the Foundation Grammar School representative. He advised the Members that he had been contacted by Mrs Wybar on behalf of the Kent and Medway Grammar School Association with regard to the Association seeking a replacement Member on the Forum. He reported that Mrs Wybar had also raised the issue of Grammar schools obtaining Academy status and raised the issue of how this would affect representation on the Forum.

(ii) Mrs Luke commented that the original Academies were now old style and that it was from these that Mr Green had been elected as a representative.

(iii) Mr Rudd advised the Members that the current Constitution of the Forum was within the criteria set out in the Admissions Code and agreed by the County Council's Selection and Member Services Committee.

(iv) It was agreed that Mr Bagshaw and Mr Rudd would liaise with the Academies and Grammar School Association to clarify representation.

(2) Mr Rudd reported that he was still liaising with the Governor Support Team regarding Parent representation on the Forum.

(3) Mr Burleton confirmed that the Diocese was still in the process of seeking a replacement for Mr McBride as the Voluntary Aided Primary Catholic School representative.

(4) Reverend Genders also confirmed that he was still seeking a replacement from Rochester Diocese for Reverend Canon Smith.

38. Proposed Scheme of Admissions 2012

(1) Mr Bagshaw circulated documents relating to the proposed Scheme for Primary and Secondary Admissions in 2012/13. He advised the Forum that normally he would have been able to do this a month ago but the IYCA had caused this process to be delayed. Mr Bagshaw also stated that there was a view that parents should not be invited to submit an appeal if they have been offered a grammar school. He confirmed that with an equal preference scheme parents should be advised to always name their genuine first preference.

(2) Mr Bagshaw confirmed that if there were any changes to the documents he would inform the Forum accordingly.

(3) Reverend Genders commented that the consultation would need to start early November 2010 and needed to be agreed by all schools by 15 April 2011. He advised the Members that if this was not achieved the Secretary of State would be required to impose a scheme on Kent and therefore it was in the schools best interests to come to a voluntary agreement.

39. Consultation on Admissions Arrangements for Community and Voluntary Controlled Schools

(1) (i) Mr Bagshaw circulated documents referring to the consultation on the Admissions Arrangements for Community and Voluntary Controlled Schools in Kent. He advised the Forum that he was seeking to make major changes. He referred to the concerns relating to the Ashford Secondary Schools and informed Members that he was considering the options for dealing with these. Mr Bagshaw confirmed that he would advise the Members of the Forum if changes were made.

(ii) Mr Bagshaw welcomed comments from the Members. Mr Rudd agreed that he would redistribute the final drafts of the consultation documents once received from Mr Bagshaw. Mr Bagshaw advised that his deadline was 12 November 2010 so he would need responses back by then.

(iii) Mr Bagshaw referred to the Primary Schools document and gave a summary of three changes. These related to the removal of the tick box; the inclusion of a link between specifically indentified Infant and Junior schools; and some changes to PAN in some specifically indentified schools.

(iv) Reverend Genders confirmed that the Canterbury Board of Education understood the need for the removal of the tick box and that he would liaise with the Rochester Board of Education regarding this.

40. Coordination of Test Dates with Medway

(1) (i) Mr Burleton advised the Forum that Mr Parr who sits on both Forums had agreed on behalf of the Medway Forum to bring up at the Kent Forum, Medway's wish for grammar testing dates to be coordinated between the two authorities as the current separate systems did not best serve the parents or the children.

(ii) Mr Bagshaw reported that he had discussed this matter with Medway on previous occasions and was pleased to note that they were keen to have these again. He advised that the dates can only be coordinated if the same tests are used. Consensus has proven difficult in the past because the assessment processes are different for the two Las but he felt that there was certainly scope to align these.

(iii) The Forum noted Medway's position and noted that Mr Bagshaw would continue to also liaise with them.

41. Role of the Choice Advisor

(1) Mr Bagshaw circulated a report in respect of Choice Advice delivery in Kent. Both he and Mrs Young spoke about the role of the Choice Advisor in Kent.

(2) They confirmed that they were now training the Family Liaison Officers and Parent Support Advisors to become the point of contact for parents. Mrs Young confirmed that the current Choice Advisors would continue to provide a 'back office support'.

(3) Mrs Young took the opportunity to circulate to Members Appeal statistics released by the DfE.

42. Date of next meeting

(1) Reverend Genders, Mr Bagshaw and Mr Rudd to liaise regarding the next two meetings.

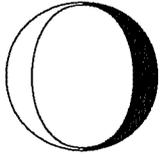
43. Any Other Business

(1) (i) Mr Bagshaw circulated and spoke on the information relating to the Kent Test Overview which had become available on Monday 18 October 2010.

(ii) Mrs Hohler clarified the position on the balance between East and West Kent numbers. Mr Bagshaw agreed that more children got through at the Headteacher Appeal stage in East Kent than West Kent this year.

(iii) Mrs Hohler also referred to the overall position regarding results in East and West Kent. Mr Bagshaw advised that although he did not have the exact information it was believed that Tonbridge/Tunbridge Wells rate had dropped from 39% to 34% and the East Kent Area figure had crept up.

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Office of the
Schools
Adjudicator

LOCAL AUTHORITY REPORT
TO
THE SCHOOLS ADJUDICATOR
FROM

Kent County Council

30 JUNE 2011

Report Cleared by Sarah Hohler
Cabinet Member for Education Learning and Skills

Date submitted 30 JUNE 2011

By Scott Bagshaw
Head of Admissions & Transport

Contact email address scott.bagshaw@kent.gov.uk

Telephone number 01622 694185

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

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	X	No	
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In Kent there is more than one version of the In Year Fair Access Protocol. Different areas have tailored different mechanisms for delivering the process within the county. When Kent first introduced the Fair Access Protocol, it recognised that there were very different pressures and issues in different parts of the county and consequently in order to secure the appropriate support and 'buy in' from stakeholders and schools, partnership areas were given the opportunity to define their own protocols for their localities. This best enabled an effective mechanism to place children into schools and other educational settings to meet the child's needs taking account of the educational resources and local knowledge of facilities and expertise.

- b) Give your assessment of how well the Fair Access Protocol has worked since 1 September 2008:

- a. in placing children in schools;

Some areas have been more successful than others but in general the process has worked well across the county. The single biggest factor in delivering the process successfully has been the cooperation and collegiate working relationships between schools and academies in any given locality. External pressures can sometimes challenge the collegiate working but where consistency and fairness in approach can be displayed both for schools and the children these schemes have delivered.

- 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.

The process continues to work well; there is inevitably strain and pressure put on relations at certain times especially where large numbers of children with additional needs or challenging behaviour are concentrated and the number of schools in that area is limited but it has yet to be a significant barrier. The LA has been encouraged by the level of collegiate working for the most part. Whether this continues into the future as schools receive greater autonomy remains to be seen but the LA will continue to encourage a collective responsibility among schools and academies for the admission of hard to place pupils located in their wider communities.

To date IYFA protocols have mainly been applied for secondary aged pupils. Historically children in the primary sector have ordinarily been accommodated in schools without the need for consideration under IYFA protocols. This year for the first time we are seeing some areas emerging where larger numbers of pupils with challenging behaviour are concentrated in small areas and the schools serving those communities are full.

The result is that a similar Fair Access Panel is to be set up amongst a group of primary head teachers to consider hard to place pupils in the same way as their secondary head colleagues have been doing successfully since its introduction. Whether the need for more primary stage panels will be needed across other parts of the county in the future will be monitored and rolled out as necessary.

- 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.

Because all cases brought to IYFA panels are considered by representatives from the schools in that area, the reporting will indicate high numbers of cases being considered by schools (by the very nature of their attendance at the meeting). In fact a smaller number of schools will be best placed to accommodate the children's needs resulting in what might at first appear to be a high number of schools considering but never actually placing children. At the time of producing this report 114 children have been considered by schools who reached fair access status as a result of being unable to secure a school place through the normal admission process. Of the hard to place pupils considered 92 have been placed by IYFA panels. In addition there have been a further 195 Permanent Exclusions that received immediate fair access status and have been considered and placed by panels into schools.

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		No	X
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At the time of compiling the report 21 of the 415 infant and primary schools in Kent were showing as being in a breach situation. Where primary schools are placed into a breach situation this is mostly as a result of children being placed through the independent appeals panels. This figure is disappointing given the amount of training that has been provided to independent appeal panel members during the course of the year. Where appropriate these schools will operate for up to a year over number treating the children as excepted pupils, in the hope that natural movement will bring them back below the 30 figure by year end. Where numbers do not fall, schools will reorganise their class structure to reduce numbers in class below 30 or employ additional teachers in line with legislation. The following section records our continuing concern at the lack of recourse by the LA when poor decisions are taken by panel members and the LA would urge the Adjudicator to suggest that where a decision is not one that a reasonable person would make when taking account of the appeals and admissions legislation the Admissions Authority can recommend that a rehearing take place with a new panel.

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		No	X
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Last year the LA set out concerns in relation to some parents being less than truthful with panels resulting in them taking reasonable decisions based on fraudulent information. The truth would have undoubtedly resulted in a different decision. It would be helpful to try and combat this problem in some way in future Appeals Codes.

The LA has reiterated this concern this year in light of the present consultation. One potential solution to this issue the Adjudicator could consider in his recommendations would be to include provision in the appeals code which stated clearly that a school can withdraw an offer thought to be gained on fraudulent grounds even where this involved information provided to a panel; rather than to the school. It may be the Admissions Code indicates that there is this facility but it needs to be made more prominent within the Admissions Appeals Code because there is an understanding that the panel decision is final and binding. At present parents have recourse to the LGO if they believe there has been an injustice but for admission authorities the panel decision is binding with the only recourse being judicial review. This is expensive and time consuming and therefore warrants further consideration.

There are several cases both this year and last where panels have placed primary schools into a breach or a future breach situation. There has been considerable effort on the part of Legal and Democratic Services to provide training for both Panel Members and Clerks to ensure sound decisions are reached and the LA is aware that similar efforts have been undertaken by the Southwark Diocese to train panels for their own Catholic schools. Despite this there have even been examples where the clerks have had to minute that they advised the panel that it would be outside of the code to uphold an appeal on the grounds proposed and yet they have made this their ruling.

It is essential that the judgement of panels is not fettered by clerks but this is a significant problem that requires redress. It has significant financial implications for schools and can lead to a problem that is perpetuated year on year where panels justify to themselves that a school can manage a breach situation because it has done so the previous year. It will be more important than ever to ensure Panels understand the implications of their decisions on schools especially with the proposed changes to the school admissions code relating to PAN's. In the future if schools do choose to expand their numbers to try to maximise their ability to meet demand – any panel decision that would be binding could cause a significant health and safety concern.

One solution to the problem may be to require (by an amendment to the code) clerks to refer any cases to a re-hearing with a new panel where panel members are unable

to satisfy the requirements of A, B. or C in their decision making process.

This duty would enable clerks to reaffirm the need for panel members to act in accordance with the code in their decision making process whilst importantly having no influence over the actual decisions themselves. As part of this duty a sensible safety mechanism would be to include a requirement that a rehearing cannot be ultimately decided by the clerk but he would in effect decide to refer such cases to a reviewing body to establish if the decision has been sound or if the rehearing is required. This could be established locally or perhaps to the Ombudsman.

It is particularly frustrating that in these circumstances the LA has no recourse to overturn the decision other than through judicial review (which is unlikely to be undertaken given that in some circumstances it would mean the LA fighting itself in court – hardly an effective use of public funds!)

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

Tick as appropriate:

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't Know	<input checked="" type="checkbox"/>
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There have been a number of concerns raised this year by both chairman and indeed clerks to panels where schools have provided inappropriately weak defences. This process has resulted in some panels simply upholding all the appeals lodged which has allowed the expansion of schools by stealth. This undermines the LA in its duty as the strategic commissioner of school places and can affect the future viability of schools which could result in whole communities having to travel extensive distances for their school provision if local schools become unsustainable.

The latest consultation on the changes to the Appeals code appears not to address these issues and any influence the Adjudicator may be able to apply in this area would be welcomed.

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

Every Kent school affords children in local authority care the highest priority in their admission arrangements, and looked after pupils are allocated to schools before any oversubscription criteria are applied.

Unlike a mobile, non-looked after population who still have social/family stability, LAC are often highly mobile because they do not have placement or location stability. Their education is rarely given the consideration it should, or would be given if living with birth family or consistent carers. As one of the largest authorities in England with one of the highest 'Looked After' populations, commenting on the extent to which admission arrangements for schools in the authority's area serves the interests of children in care, it is perhaps more helpful to look at Kent in terms of areas or districts rather than one authority.

For children in care, Kent's geography, their mobility, the local economy and so availability of social care (home) placements mean that they are served and affected differently to other young people by admission arrangements. Even within one area of Kent a young person may face a 90 minute drive to maintain a school place after a care place move, and the availability and range of school placements varies enormously within districts. For example,

- in the urban Swale area all maintained mainstream secondary schools are significantly over their published admission number in most year groups resulting in a disproportionate number of very vulnerable young people requiring a high degree of specialist intervention from multiple and varying agencies to be placed together in one, nearest appropriate school. This school in question serves an area with a vulnerable population and itself faces 'national challenge' status. Where this situation is allowed to continue, developed best practice and goodwill towards looked after children is exhausted and schools become resistant, as in the examples that follow.
- In Thanet, where there is a very high proportion of local children in care, an enquiry several years ago highlighted the vulnerability of the population and number of looked after children placed away from home by other local authorities. Despite national attention and visits from government ministers, the situation continues and local Head teachers faced with meeting the needs of as many looked after children as some entire London boroughs or unitary authorities, are now threatening to refuse admission.

Nearest 'appropriate school' often means nearest mainstream, but for LAC, most often concentrated in areas of Kent with already highly vulnerable populations this may be

problematic and leads to LAC being disproportionately educated in schools already facing pressure on resources and National Challenge (Ashford and Tunbridge Wells) . This makes placing LAC in 'good' schools impossible, particularly when transport payments only apply for the nearest appropriately designated school, and raises issues of equality of access.

Relaxing, or taking a different view of what is 'appropriate' for a looked after child may help to maintain school places and avoid disruption, or help distribution between all schools in all 'quartiles' by enabling transport costs to be paid. An example of a situation this may have helped is where two siblings (y7 & 9) were removed and taken into care to a foster home 7 miles from their previous family home. They faced a move from a 'good' school where they were settled to a school in special measures three miles closer to their foster home in order that their bus fares were paid.

Mainstream admission timescales are often difficult to adhere to for other local authority children due to a lack of action or information from the placing authority. This is less of an issue for Kent LAC, but the issue of excessively exceeding the 20 day admission period for those with SEN persists, and we would question the ability of special school Head teachers to veto panel decisions recommending their provision as appropriate.

Children with disabilities

There have been no significant issues in placing children with disabilities into mainstream schools. Most cases involve the child having a statement which affords them priority and allows a school to admit over number if the statement requires it. For children who are not statemented but with disabilities there is a priority within the admissions oversubscription criteria for the vast majority of schools in Kent which affords priority to children with health and special access reasons where there is a special connection/need for the child to attend that particular school. Some schools which are their own admissions authority have not retained this criterion but the LA is not aware of any specific issues that have arisen with disabled children being unable to secure school places other than a case mentioned under the section below.

Children with Special Educational Needs:

Where children have a statement of special educational need the statement names the schools and they are required to admit. There is not therefore an issue with securing school places for statemented children as part of the normal admissions round. In year admissions also empowers the statementing authority to name the school (a process undertaken in discussion with parents about the most appropriate setting for the child) however the LA has experienced difficulties with some academies who have denied admission when it has been identified in the statement.

In one instance, an academy refused admission. Had this been a child without a statement the LA would have made a case for admission, the academy could have refused and then LA would have sought for a direction to come for the Secretary of State, a process that would have been completed within a few weeks, at most. In the case in question a whole series of Sendists meetings took place between the LA and the Academy – the Secretary of State deferred it to Sendist washing his hands of the process resulting in a disabled child being kept out of school for several months. Each time panels met they took several weeks to establish, and continued to be deferred for further information until such time this child was significantly disadvantaged.

The system completely failed this child because academies do not have to manage admissions locally. If they want to refuse an admission they defer to the Secretary of State and this invariably prolongs an already drawn out process. It would be appropriate in such circumstances for there to be specific timelines put in place for dispute resolution in relation to SEN admissions as it is with mainstream children. Currently it is deferred to Sendist a body which does not have to work within the same sort of admissions legal timeframe; the processes need to be consistent for both mainstream and children with disabilities.

Parents of children with statements on visiting some Academies (to inform their preferences for secondary transfer) are being advised that changes to curriculum and classroom management e.g. removal of the Golden Curriculum and class sizes in the region of 60 pupils, would make it difficult for their son/daughter. Parents are being actively dissuaded from 'choosing' some Academies and actively encouraged to consider 'more traditional' schools, namely, Kent maintained schools. This practice is being challenged by the LA but remains a significant concern.

There is also an issue in Kent and presumably the rest of the country, in regard to Post 16 children with disabilities securing places in colleges. This may fall outside of the remit of the Schools Adjudicator but it is a serious matter worthy of consideration. Presently children with disabilities can be supported in their learning and transport to schools however the changing curriculum offer available to pupils mixing schools based learning and college based learning is creating a disadvantage for disabled children. There needs to be a similar transport requirement for those disabled children seeking college places as there are for those disabled children going into schools so that their disabilities do not become a barrier to choice of educational courses accessible to them. For many the present system prevents them from considering college courses because they are inaccessible. The duty to provide transport extends only to schools and not college settings.

Service Children:

Kent has a significant number of service children moving in and out of the County and maintains an excellent working relationship with the Military to plan well in advance for any large influx of service pupils. A KCC Officer is currently dedicated to work closely with the Royal Gurkha Rifles to support their postings back to Kent. Admission arrangements provide for the allocation of places utilising early information about posting addresses.

Service children are not identified as such at the point of application. If Service parents allow their children to be identified as Service children then Service children's markers will be included in the Annual School Census for those Service children already on roll. There is, therefore, no data which enables Kent County Council and the admissions authorities within its boundaries to assess their performance specifically in respect of the admissions of Service children to schools and the extent to which Service families participate in the admissions appeals process. The Council is concerned that, if admission authorities were to ask Service families to declare themselves as such on application forms, they might be in breach of paragraph 1:78(a) of the School Admissions Code, perhaps at the expense of their obligations under paragraph 3:27(a).

Some admission authorities may be aware, from their knowledge of their local communities, of those addresses which are likely to be Service Family Accommodation but, at the point of application, many Service families are not aware of their specific addresses and, unless a Service family declares its status unsolicited, authorities may not be aware of the family's Service status. In addition, Service bases in Kent may be close to the boundaries with our neighbouring authorities and Service families may end up working in Kent and living in another authority; they may not know, at the time they wish to apply for school places, which authority they will be living in. Although the School Admissions Code makes it clear that Service families may use an officially confirmed future unit address to make applications for school places, the allocations made by the authority in which the unit is located may not be at all suitable for the families concerned if they end up living some distance away, in Kent or in a neighbouring authority.

Despite the absence of specific data, Kent County Council believes it generally meets the needs of Service families in respect of admissions and appeals and, on more than one occasion, has been thanked by the Service representative on its Admissions Forum for the steps taken to meet the needs of incoming Service families in respect of admissions to schools.

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

There were no issues in relation to the process of admitting pupils into LA schools. There were some unforeseen pressures in areas which left the LA with no alternative but to seek agreement some schools to temporarily offer over their Published Admission Number to ensure that children could be allocated a school within a reasonable travelling distance to their homes. This was only an issue for the Primary round and restricted to a few specific locations across the county.

The LA in its endeavours to try to develop a single scheme for both coordination to the normal point of entry to school and the In Year admissions as suggested by the code has run into significant difficulties this year. For KCC with 550 schools in its admissions area, it was clearly going to be impossible for the LA to be able to allocate every vacancy in every school from their waiting lists on the day the refusal is received. The scheme therefore proposed to reintroduce a reallocation process to allocate places at the beginning of each month after national offer day - thus giving parents the opportunity to resubmit a form with their preferred schools with the highest available preference being offered at the beginning of each month.

Whilst this introduced a fair and equitable way through reallocation, after two rounds of offers, appeals began to be heard. As a result, in some instances panels considered there were places available for them to be mindful of, when in fact appeals should have been heard on the basis of the schools being full. The reality was that whilst some schools may have thought they had vacancies at the time of the appeal these were places to be offered from the waiting list through the reallocation process. This has resulted in some confusion and consequently some panels put higher than usual numbers into schools thinking there were spaces but in effect potentially causing

disadvantage to some pupils who might otherwise have been allocated from the waiting list if there had not been a delay through offering by way of reallocation.

It has been decided that despite the best efforts of officers to develop a usable system where the LA can manage the entire allocation and offer process in-house, including the management of waiting lists giving parents a one stop shop for admissions it will revert back next year to schools managing the waiting lists after offer day. Schools will simply return waiting lists to the LA at the end of term ready for the LA to administer in year admissions from the September.

This will significantly reduce the LA's ability to monitor fairness and propriety in the offering of places from waiting lists and the ranking of these lists, but it is not clear there was any impropriety previously and the additional administration has proved to be a deeply frustrating experience for parents, schools and officers which must be addressed.

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

The coordination of school admissions has generally worked very well. As happens every year when dealing with in excess of 500 schools some errors are identified in ranking lists returned and these are invariably corrected before the final exchange of data with neighbouring LA's. There was some difficulties in relation to the Primary Admissions round resulting from the DfE failing to set a National Offer day for Primary. This would be a welcome recommendation which would allow for coordination at primary stage to operate far more smoothly. It only took one of the 5 or 6 authorities we were exchanging large numbers of pupils with to set an offer date a month later than the rest of us to cause hold ups which resulted in our struggling to provide data to schools in the agreed timescales.

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	X	No	
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At the point of producing this report the LA is satisfied that the Admissions Arrangements for all schools and Academies in its area are compliant with the requirements of the School Admissions Code.

Presently the LA does now published a complete set of arrangements on its website for maintained schools, as it was required to do from 1 May 2010 (with the exception of a couple of academies) but this has been a significant challenge in itself to get the latest determined arrangements from schools. Schools which did not propose changes simply ignored LA requests for updated arrangements despite the fact that the 2010 arrangements all carried the wrong year dates and it has been a constant battle to pull arrangements together. The remaining outstanding arrangements from some academies have occurred because the Academies (even where there has been an intention to make amendments) do not have the freedom to alter their admission arrangements without seeking agreement from the Secretary of State (because they form part of the funding agreement). This has inevitably delayed the process.

If NO, please specify what action you are taking:

Several schools failed to return the required admissions information within the legal timeframes for the LA to publish on its website. The delay in returned arrangements delayed the potential for commenting on the arrangements and even now the LA is receiving final determined arrangements which were lawful but have been tweaked to provide clarification for parents where the LA considered there was clarification needed.

Because the vast majority of schools have made the recommended changes suggested and all schools considered to be breaching legislation have amended their policies there is no intention to refer them to the OSA. The LA will endeavour to reiterate proposed changes where it feels arrangements are lawful but could be improved later in the year to facilitate schools making amendments as part of the normal consultation process.

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.

Elected Members 2
C of E Diocesan 2
Catholic Diocesan 1
Voluntary Aided Primary Catholic School 1
Voluntary Controlled Primary Church of England School 1
Primary Community School 1
Primary Foundation School 1
Foundation Grammar School 1
Academy 1
Secondary Faith School 1
Secondary Comprehensive School 1
Secondary High School 1
HM Forces Service Personnel 1
Choice Advisor 1
Parent Representative 2
Representative from the Business Community 1

Is the Admission Forum writing a report?

Tick as appropriate:

Yes		No	X
-----	--	----	---

If YES is the report attached or has it been sent separately?

Tick as appropriate:

Attached		Separately	
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If separately please provide the date the report will or has been sent to the OSA?

DATE:

--

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

Tick as appropriate:

Has seen		Will see	X
----------	--	----------	---

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.

A 6.6% increase in the number of pupils eligible for free school meals in Secondary schools whereas the total number of pupils fell by only half a percent.

The percentage of eligible pupils in 2011 stands at 10.06% up from 9.43% in 2010 which represents 630 extra FSM eligible pupils.

For Grammar schools the percentage of FSM eligible pupils remains substantially lower at 2.45% in 2011, almost identical to 2010's 2.47% which represents 2 fewer pupils.

For current Academy schools 13.2% of pupils are FSM eligible in 2011, up from 12.34% in 2010 for the same schools (whether they were Academies in 2010 or not)

For all the other Mainstream Secondary schools 12.54% of pupils are FSM eligible, up from 11.65% in 2010.

For mainstream Primary schools 16307 pupils are eligible for FSM in 2011, an increase of just short of 1000 from 2010 (6.4% increase). As a percentage, 14.88% of pupils were FSM eligible in 2011 up from 14.10% in 2010

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

Specific analysis of the year groups entering new schools has not been possible due to time constraints. However the above figures appear proportionately similar to previous years intakes which suggests there are no discernable differences and that children eligible for free school meals were just as likely as children not eligible to secure a named preference.

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.

In the continued drive by government to encourage the take up of academies there appears to be a considerable amount of confusion in regard to what academies can and cannot do especially in regard to admissions.

Some heads have failed to recognise that even as an academy they are required to adhere to the agreed admissions scheme or that they cannot simply amend their admissions arrangements without following the proper consultation process and associated timeframes.

The LA continues to challenge headteachers/principals where concerns have come to light and has provided offers of support and information for governors with a view to assisting them in understanding their admissions responsibilities.

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).

Kent has historically employed independent specialist advisers to deliver the Choice Adviser Service. The Advisers worked within the Children, Families and Education Directorate but with no reporting lines to the Admissions Team or schools. Their approach involved targeting key groups of parents by working closely with 200+ Family Liaison Officers and Parent Support Advisers who are managed by the Extended Services Team to provide advice and support to families.

With the cut in government funding for the provision of choice advice this has had to be scaled back. For many years the main point of contact has been through Family Liaison Officers and Parent Support Advisers as set out below supported by a telephone help line at key times in the process. It is not yet clear whether this service will be able to be maintained in any meaningful way in light of the significant budget pressures faced by the LA.

- 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
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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.

Kent has to date had 200+ Family Liaison Officers (FLO's) and Parent Support Advisers (PSA's) already working in Schools supporting parents on a range of issues. They are known and trusted by parents and are ideally placed to support and advise them about transfer to secondary school. The Choice Advice Service has worked with the FLO/PSA management team providing training on all aspects of the admission process. Kent's Choice Advisers work with FLO's and PSA's on an area basis; 1 Choice Adviser working with approximately 70 FLOs/PSA's providing back office specialist support and where necessary working with them to give advice to parents at prearranged drop in sessions. This development has to date ensured that those parents who may struggle with the transfer process have contact with someone they know and trust and are then better able to make informed and realistic choices about their child's future education. The extent of the choice advice support that will be available in the future is not clear or the levels of support through PSA and FLO's as the LA looks at devolving the services to schools which has to potential to fragment the networking and development of them in relation to choice advice.

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

The primary aim of a Choice Advice service is to empower those parents who may struggle with the admissions system, to make informed and realistic choices of which school to apply for in the best interests of their child. Choice Advice in Kent is well advertised and available for all families, but emphasis has been placed on developing a service that targets those families who may have difficulty navigating the complex admission processes. The use of school based Family Liaison Officers and Parent Support Advisers has raised the profile of Choice Advice in schools where parental expectation may be low and has helped to ensure better access to independent advice and support.

This advice ensures these families are able to navigate what is a complex system effectively bringing greater fairness to the process. Every effort will be made to maintain this approach as far as reasonably practicable in light of the necessary budgetary restraints.

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	X	No	
-----	---	----	--

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

Tick as appropriate:

Yes		No	X
-----	--	----	---

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	X
-----	--	----	---

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

Tick as appropriate:

Yes		No	X
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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	X	No	
-----	---	----	--

KCC list under each school the towns and villages where transport would be granted so parents can easily see when considering schools whether it is the designated school, for transport purposes from the area where they live.

In addition to the information available in the composite prospectuses, KCC has also developed a 'Home to School Transport booklet' which provides extensive information about how to apply, the process and a range of other considerations for parents, like the 'Freedom Pass' – encouraging the use of public vehicles and links to websites encouraging cycle routes and other modes of sustainable transport to be considered.

Future changes in transport policy may result in more equitable provision through the freedom pass as KCC reviews its discretionary elements of Home to School Transport

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	
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If Yes, how Many?

94

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
-----	--	----	---

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	
-----	---	----	--

If 'yes' how many?

14

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

Tick as appropriate:

Yes		No	X
-----	--	----	---

The LA does not get involved in the checking the specific aptitude testing in relation admissions. The Code is unhelpful in allowing such elements to be included in admissions arrangements when ultimately it boils down to arbitrary decisions often backed up by music qualifications or attendance at weekend drama school when the opportunity to gather such additional evidence is only available to those families that can afford it.

The LA does not have sufficient resources to go along to auditions schools may hold as part of an admissions process even if it were invited to do so.

URN	LA	Estab Number	description	school	sex of school	school type	headcount	the public	Number of pupils (rounded for FSM calculation)	number of pupils taking meals	% of pupils taking free school meals	number of pupils known to be eligible for free school meals	% of pupils known to be eligible for free school meals	Children placed under FAP	Children actually placed under FAP	Number of appeals held	Number of appeals upheld	Number of appeals pending	Admission arrangements referred / may be referred to the OSA (Y/N)
137378	888	7071	8687071 Mixed	Action for Children Westwood School		Non-Maintained Special	205	200	18	0	0.0	4	2.2	1	1	N/A	N/A	N/A	N
118852	888	3118	8683118 Mixed	Adisham Church of England Primary School		Voluntary controlled	105	105	168	5	4.7	7	6.6	1	1	N/A	N/A	N/A	N
118855	888	2270	8682270 Mixed	Aldington Church of England Primary School		Community	140	140	139	16	11.5	7	13.7	0	0	0	0	4	N
118870	888	5224	8685224 Mixed	All Souls' Church of England Primary School		Voluntary aided	275	275	278	18	6.5	25	9.1	0	0	2	2	0	N
118855	888	5209	8685209 Mixed	Alington Primary School		Foundation	415	415	415	7	1.7	7	1.7	0	0	1	1	0	N
118281	888	2141	8682141 Mixed	Amberg School		Community	380	380	380	7	1.8	7	1.8	0	0	2	2	0	N
118881	888	5419	8685419 Mixed	Archbishop - A Sports College		Foundation	885	885	895	54	5.9	98	10.7	5	5	N/A	N/A	N/A	N
134821	888	3481	8683481 Mixed	Archbishop's Catechism Primary School		Voluntary aided	130	130	130	48	32.7	88	10.7	1	1	N/A	N/A	N/A	N
118808	888	4114	8684114 Mixed	Archdeacon Court Maths and Computing College		Voluntary aided	630	630	652	135	14.2	175	37.3	1	7	N/A	N/A	N/A	N
118845	888	4832	8683809 Mixed	Archdeacon Court Maths and Computing Specialist C.Voluntary aided		Voluntary aided	800	800	800	100	12.5	168	18.4	2	2	N/A	N/A	N/A	N
135123	888	3809	8683809 Mixed	Ashton Oaks Community Primary School		Community	405	405	405	102	25.2	197	33.8	0	0	0	0	7	N
118728	888	3340	8683340 Mixed	Ashton, St Mary's Church of England Primary School		Voluntary aided	415	415	405	28	7.0	37	8.6	0	0	15	15	0	N
118807	888	4113	8684113 Mixed	Aspir Community Primary School		Community	1085	1085	1085	138	12.9	189	18.2	8	8	N/A	N/A	N/A	N
118449	888	2454	8682454 Mixed	Aylesford Community Primary School		Community	1005	1005	1003	45	4.2	48	4.4	1	1	N/A	N/A	N/A	N
118297	888	2159	8682159 Mixed	Aylesford School - Sports College		Foundation	280	280	280	23	9.2	34	7.2	8	8	N/A	N/A	N/A	N
118853	888	2848	8682848 Mixed	Aylesford School - Sports College		Foundation	845	845	845	73	7.9	73	2.9	0	0	N/A	N/A	N/A	N
118720	888	3328	8683328 Mixed	Barnhill and Tonge Church of England Primary School		Voluntary aided	185	185	185	45	21.4	15	7.6	0	0	N/A	N/A	N/A	N
118853	888	3120	8683120 Mixed	Barnhill Church of England Primary School		Voluntary controlled	205	205	203	0	0.0	0	0.0	1	1	N/A	N/A	N/A	N
118858	888	5444	8685444 Mixed	Barnhill Church of England Primary School		Community	880	880	880	25	6.3	35	8.1	0	0	8	8	5	N
118816	888	2310	8682310 Mixed	Barnhill Church of England Primary School		Community	180	180	180	28	3.2	32	3.0	1	1	N/A	N/A	N/A	N
118822	888	3805	8683805 Mixed	Barnhill Church of England Primary School		Community	160	160	161	18	3.0	20	3.0	0	0	N/A	N/A	N/A	N
134738	888	3887	8683887 Mixed	Barnhill Church of England Primary School		Community	485	485	485	145	29.3	178	35.9	0	0	N/A	N/A	N/A	N
118872	888	3022	8683022 Mixed	Barnhill Church of England Primary School		Community	170	170	172	17	9.9	17	9.9	0	0	N/A	N/A	N/A	N
118841	888	5464	8685464 Mixed	Barnhill Church of England Primary School		Community	1425	1425	1425	16	1.1	29	2.0	4	4	N/A	N/A	N/A	N
118372	888	2278	8682278 Mixed	Barnhill Church of England Primary School		Community	120	120	119	14	11.8	14	11.8	0	0	10	10	0	N
118859	888	3023	8683023 Mixed	Barnhill Church of England Primary School		Voluntary controlled	205	205	208	6	2.9	6	2.9	1	1	N/A	N/A	N/A	N
118868	888	3178	8683178 Mixed	Barnhill Church of England Primary School		Community	405	405	404	83	15.6	73	18.1	0	0	N/A	N/A	N/A	N
118488	888	2480	8682480 Mixed	Barnhill Church of England Primary School		Community	240	240	240	24	10.0	24	10.0	1	1	10	10	0	N
118356	888	2258	8682258 Mixed	Barnhill Church of England Primary School		Community	485	485	485	15	3.2	15	3.2	0	0	2	2	0	N
118333	888	2223	8682223 Mixed	Barnhill Church of England Primary School		Community	205	205	204	8	3.9	8	3.9	0	0	0	0	4	N
118703	888	3148	8683148 Mixed	Barnhill Church of England Primary School		Voluntary controlled	80	80	80	6	3.3	6	3.3	0	0	3	3	5	N
118731	888	3329	8683329 Mixed	Barnhill Church of England Primary School		Voluntary aided	130	130	128	6	4.7	9	4.7	1	1	N/A	N/A	N/A	N
118847	888	4827	8684827 Mixed	Barnhill Church of England Primary School		Community	755	755	755	28	3.3	30	3.3	0	0	N/A	N/A	N/A	N
118268	888	5201	8685201 Mixed	Barnhill Church of England Primary School		Community	330	330	331	6	7.9	9	7.9	0	0	N/A	N/A	N/A	N
118705	888	2181	8682181 Mixed	Barnhill Church of England Primary School		Community	210	210	210	24	7.3	27	8.2	0	0	1	1	10	N
118705	888	3282	8683282 Mixed	Barnhill Church of England Primary School		Community	205	205	205	14	6.9	17	8.2	0	0	6	6	0	N
118705	888	7032	8687032 Mixed	Barnhill Church of England Primary School		Community	205	205	205	59	29.7	172	34.5	0	0	N/A	N/A	N/A	N
118705	888	3138	8683138 Mixed	Barnhill Church of England Primary School		Community	105	105	105	0	0.0	3	3.0	0	0	0	0	2	N
118732	888	3330	8683330 Mixed	Barnhill Church of England Primary School		Community	115	115	115	0	0.0	0	0.0	0	0	0	0	2	N
118719	888	3081	8683081 Mixed	Barnhill Church of England Primary School		Community	220	220	218	3	2.6	3	2.6	0	0	0	0	2	N
118714	888	3308	8683308 Mixed	Barnhill Church of England Primary School		Community	130	130	128	23	18.0	24	18.0	0	0	N/A	N/A	N/A	N
118703	888	3200	8683200 Mixed	Barnhill Church of England Primary School		Community	370	370	370	47	12.8	65	17.7	0	0	2	2	5	N
118703	888	2589	8682589 Mixed	Barnhill Church of England Primary School		Community	400	400	388	4	1.0	39	3.7	1	1	8	8	22	N
118568	888	3122	8683122 Mixed	Barnhill Church of England Primary School		Community	85	85	88	30	34.1	39	37.5	0	0	1	1	4	N
118568	888	2851	8682851 Mixed	Barnhill Church of England Primary School		Community	1180	1180	1180	145	12.2	143	12.2	0	0	16	16	40	N
118534	888	5468	8685468 Mixed	Barnhill Church of England Primary School		Community	285	285	287	54	20.2	60	25.9	0	0	N/A	N/A	N/A	N
118534	888	2803	8682803 Mixed	Barnhill Church of England Primary School		Community	85	85	85	15	17.5	19	22.4	0	0	N/A	N/A	N/A	N
118534	888	2279	8682279 Mixed	Barnhill Church of England Primary School		Community	180	180	159	43	27.0	43	27.0	0	0	N/A	N/A	N/A	N
118484	888	2514	8682514 Mixed	Barnhill Church of England Primary School		Community	168	168	167	38	20.3	40	21.4	0	0	N/A	N/A	N/A	N
118889	888	5223	8685223 Mixed	Barnhill Church of England Primary School		Community	185	185	187	16	6.3	17	7.3	0	0	N/A	N/A	N/A	N
118889	888	3137	8683137 Mixed	Barnhill Church of England Primary School		Community	100	100	98	18	16.3	17	14.3	0	0	N/A	N/A	N/A	N
118028	888	7022	8687022 Mixed	Barnhill Church of England Primary School		Community	75	75	77	0	0.0	11	14.3	0	0	0	0	7	N
118297	888	2171	8682171 Mixed	Barnhill Church of England Primary School		Community	410	410	412	29	7.0	41	10.0	0	0	N/A	N/A	N/A	N
118820	888	3092	8683092 Mixed	Barnhill Church of England Primary School		Community	130	130	131	17	13.0	17	13.0	0	0	N/A	N/A	N/A	N
118820	888	2534	8682534 Mixed	Barnhill Church of England Primary School		Community	75	75	74	42	56.8	48	69.2	0	0	N/A	N/A	N/A	N
118574	888	2881	8682881 Mixed	Barnhill Church of England Primary School		Community	420	420	421	47	11.3	47	11.3	0	0	N/A	N/A	N/A	N
118574	888	7003	8687003 Mixed	Barnhill Church of England Primary School		Community	350	350	351	31	8.8	30	8.5	0	0	N/A	N/A	N/A	N
118608	888	2328	8682328 Mixed	Barnhill Church of England Primary School		Community	210	210	211	18	8.4	18	8.4	0	0	N/A	N/A	N/A	N
118534	888	2254	8682254 Mixed	Barnhill Church of England Primary School		Community	200	200	201	8	4.0	8	4.0	0	0	N/A	N/A	N/A	N
118271	888	2128	8682128 Mixed	Barnhill Church of England Primary School		Community	185	185	185	20	10.7	20	11.2	3	3	N/A	N/A	N/A	N
118515	888	2559	8682559 Mixed	Barnhill Church of England Primary School		Community	185	185	186	8	4.8	8	4.8	0	0	N/A	N/A	N/A	N
118725	888	3351	8683351 Mixed	Barnhill Church of England Primary School		Community	580	580	624	20	10.7	21	11.2	0	0	N/A	N/A	N/A	N
118825	888	4207	8684207 Mixed	Barnhill Church of England Primary School		Community	325	325	325	81	13.0	81	14.6	0	0	N/A	N/A	N/A	N
133173	888	3004	8683004 Mixed	Barnhill Church of England Primary School		Community	325	325	325	107	32.8	107	32.8	0	0	N/A	N/A	N/A	N
118258	888	2095	8682095 Mixed	Barnhill Church of England Primary School		Community	460	415	481	37	8.0	37	8.0	0	0	16	16	2	N
118374	888	2280	8682280 Mixed	Barnhill Church of England Primary School		Community	150	150	148	x	x	x	x	3	3	2	2	0	N

118038	688	7034	6867034	Mixed	Furness School	Community Special	80	80	84	84	100.0	84	100.0	N/A	N/A	N/A	N/A	N
135212	688	3917	6863917	Mixed	Garage Primary School and Nursery	Community	450	425	451	451	177.7	88	191.1	N/A	N/A	N/A	N/A	N
118546	688	2625	6862625	Mixed	Godwin Primary School	Community	415	415	415	415	6.0	29	7.0	N/A	N/A	N/A	N/A	N
118042	688	7041	6867041	Boys	Golden Community Special School	Community Special	65	65	67	67	25.4	26	38.8	N/A	N/A	N/A	N/A	N
118888	688	3168	6863168	Mixed	Goodstone Church of England Primary School	Voluntary controlled	80	80	81	81	8.8	7	8.8	N/A	N/A	N/A	N/A	N
118801	688	3028	6863028	Mixed	Gouldhurst and Midtown Church of England Primary School	Voluntary controlled	210	210	208	208	2.6	6	2.6	N/A	N/A	N/A	N/A	N
118051	688	7052	6867052	Mixed	Grange Park School	Community Special	63	63	70	70	14.3	6	14.3	N/A	N/A	N/A	N/A	N
118338	688	2228	6862228	Mixed	Grange Park School	Community	100	100	103	103	10.8	11	10.8	N/A	N/A	N/A	N/A	N
118388	688	5485	6865485	Boys	Graveland Grammar School	Foundation	1010	1010	1023	1023	16.8	16	16.8	N/A	N/A	N/A	N/A	N
118375	688	2232	6862232	Mixed	Graveland Grammar School for Girls	Foundation	800	890	1004	1004	1.5	22	2.2	N/A	N/A	N/A	N/A	N
118894	688	3918	6863918	Mixed	Great Chart Primary School	Foundation	420	420	424	424	5.5	26	6.7	N/A	N/A	N/A	N/A	N
135187	688	3818	6863818	Mixed	Green Park Community Primary School	Foundation	370	345	359	359	42.4	46	42.4	N/A	N/A	N/A	N/A	N
134857	688	2395	6862395	Mixed	Greenlands Community Primary School	Community	235	235	229	229	100	80	100	N/A	N/A	N/A	N/A	N
118529	688	2395	6862395	Mixed	Grove Park Community Primary School	Community	235	235	229	229	28.5	37	37.5	N/A	N/A	N/A	N/A	N
118877	688	3169	6863169	Mixed	Guston Church of England Primary School	Voluntary controlled	455	455	449	449	8.1	48	48	N/A	N/A	N/A	N/A	N
118273	688	2132	6862132	Mixed	Hadow School	Community	135	135	137	137	28.5	48	28.5	N/A	N/A	N/A	N/A	N
118668	688	5220	6865220	Mixed	Hallow House Primary School	Foundation	180	180	198	198	4.8	48	4.8	N/A	N/A	N/A	N/A	N
118274	688	2133	6862133	Mixed	Halewood Community Primary School	Community	505	505	505	505	11.7	58	11.7	N/A	N/A	N/A	N/A	N
118300	688	2234	6862234	Mixed	Hampton Primary School	Community	85	85	88	88	18.6	18	18.6	N/A	N/A	N/A	N/A	N
118378	688	2236	6862236	Mixed	Hampton Primary School	Community	500	500	500	500	8.4	80	8.4	N/A	N/A	N/A	N/A	N
118048	688	7045	6867045	Mixed	Hanover School	Community Special	80	80	80	80	27.4	34	27.4	N/A	N/A	N/A	N/A	N
118378	688	2236	6862236	Mixed	Harcourt Primary School	Foundation	125	125	124	124	21.0	28	21.0	N/A	N/A	N/A	N/A	N
118871	688	3087	6863087	Mixed	Hareham Church of England Primary School	Voluntary controlled	145	145	143	143	14.1	18	14.1	N/A	N/A	N/A	N/A	N
118822	688	2911	6862911	Mixed	Hartley Primary School	Community	410	410	408	408	16.6	38	16.6	N/A	N/A	N/A	N/A	N
118174	688	3332	6863332	Mixed	Hartley Endowed Church of England Primary School	Community	1085	1085	1070	1070	263	3	263	N/A	N/A	N/A	N/A	N
118816	688	4172	6864172	Mixed	Hawthorn Technology College	Community	185	185	185	185	14.1	26	14.1	N/A	N/A	N/A	N/A	N
118802	688	3032	6863032	Mixed	Hawthorn Church of England Primary School	Voluntary controlled	185	185	185	185	23.5	8	23.5	N/A	N/A	N/A	N/A	N
118395	688	2168	6862168	Mixed	Headcorn Primary School	Community	1430	1430	1430	1430	4.7	8	4.7	N/A	N/A	N/A	N/A	N
118291	688	2169	6862169	Mixed	Headcorn Primary School	Community	185	185	183	183	1507	37	1507	N/A	N/A	N/A	N/A	N
118359	688	5448	6865448	Mixed	Henna Bay High School	Foundation	385	385	387	387	8.8	58	8.8	N/A	N/A	N/A	N/A	N
118359	688	5208	6865208	Mixed	Henna Bay Junior School	Foundation	485	485	483	483	14.5	63	14.5	N/A	N/A	N/A	N/A	N
118852	688	3265	6863265	Mixed	Henna Church of England Infant School	Community	315	315	315	315	8.0	15	8.0	N/A	N/A	N/A	N/A	N
118710	688	3338	6863338	Mixed	Henna Church of England Junior School	Voluntary controlled	335	335	337	337	6.8	33	6.8	N/A	N/A	N/A	N/A	N
118736	688	3108	6863108	Mixed	Henna Church of England Primary School	Voluntary controlled	205	205	204	204	5.8	12	5.8	N/A	N/A	N/A	N/A	N
118847	688	2281	6862281	Mixed	Hensdon Community Primary School	Community	75	75	73	73	30.1	22	30.1	N/A	N/A	N/A	N/A	N
118358	688	3312	6863312	Mixed	Hever Church of England Voluntary Aided Primary School	Voluntary aided	105	105	104	104	4.7	8	4.7	N/A	N/A	N/A	N/A	N
135118	688	3807	6863807	Mixed	Heveale Primary School	Community	410	410	408	408	18.0	18	18.0	N/A	N/A	N/A	N/A	N
118828	688	2815	6862815	Mixed	Heveale School	Community	675	675	752	752	13	13	8.9	N/A	N/A	N/A	N/A	N
118668	688	3139	6863139	Mixed	High Firs Primary School	Community	205	205	205	205	5.4	3	5.4	N/A	N/A	N/A	N/A	N
118292	688	2108	6862108	Mixed	High Firs Church of England Primary School	Voluntary controlled	80	80	82	82	3.7	16	3.7	N/A	N/A	N/A	N/A	N
118802	688	4080	6864080	Mixed	Highland Grammar School	Community	215	215	215	215	6.3	24	6.3	N/A	N/A	N/A	N/A	N
118044	688	7043	6867043	Mixed	Highland Grammar School	Community	840	840	840	840	2.0	20	2.0	N/A	N/A	N/A	N/A	N
118804	688	4082	6864082	Girls	Highway School	Community Special	195	195	119	119	33.8	40	33.8	N/A	N/A	N/A	N/A	N
118803	688	3033	6863033	Mixed	Highway Grammar School for Girls	Community	1234	1234	1234	1234	7.2	49	7.2	N/A	N/A	N/A	N/A	N
118292	688	5450	6865450	Girls	Hilleshorn Church of England Primary School	Voluntary controlled	185	185	185	185	11.9	13	11.9	N/A	N/A	N/A	N/A	N
118391	688	2255	6862255	Mixed	Hilleshorn Church of England Primary School	Foundation	1255	1255	1281	1281	8.2	108	8.2	N/A	N/A	N/A	N/A	N
118292	688	2188	6862188	Mixed	Hilleshorn School for Girls	Community	80	80	80	80	5.0	5	5.0	N/A	N/A	N/A	N/A	N
118768	688	4065	6864065	Mixed	Holmpton Primary School	Community	100	100	101	101	8.7	8	8.7	N/A	N/A	N/A	N/A	N
118651	688	5205	6865205	Mixed	Homebase Technology College	Community	880	880	880	880	5	5	5	N/A	N/A	N/A	N/A	N
118648	688	5213	6865213	Mixed	Holy Family RC Primary School	Voluntary aided	180	180	180	180	15.9	25	15.9	N/A	N/A	N/A	N/A	N
118848	688	5202	6865202	Mixed	Holy Trinity Church of England Primary School, Darford	Voluntary aided	485	485	488	488	17.4	45	17.4	N/A	N/A	N/A	N/A	N
118548	688	2829	6862829	Mixed	Holy Trinity Church of England Voluntary Aided Primary School	Voluntary aided	485	485	480	480	4.8	49	4.8	N/A	N/A	N/A	N/A	N
118880	688	5408	6865408	Mixed	Howell Primary School	Community	210	210	208	208	12.9	9	12.9	N/A	N/A	N/A	N/A	N
135133	688	3808	6863808	Mixed	Homewood School and Sixth Form Centre	Foundation	2075	2075	2074	2074	3.8	120	3.8	N/A	N/A	N/A	N/A	N
135133	688	3811	6863811	Mixed	Horizon Primary School	Community	135	135	138	138	27.2	53	27.2	N/A	N/A	N/A	N/A	N
118276	688	2135	6862135	Mixed	Horsham Primary School	Community	200	200	202	202	5.9	5	5.9	N/A	N/A	N/A	N/A	N
118681	688	5215	6865215	Mixed	Horsham Primary School	Community	210	210	211	211	4.8	14	4.8	N/A	N/A	N/A	N/A	N
118826	688	3323	6863323	Mixed	Horsham Primary School	Community	200	200	202	202	8.2	48	8.2	N/A	N/A	N/A	N/A	N
118826	688	3323	6863323	Mixed	High Christa Technology College	Foundation	1180	1180	1202	1202	7.8	109	7.8	N/A	N/A	N/A	N/A	N
131020	688	3902	6863902	Mixed	Hulton Church of England Primary School	Voluntary controlled	80	80	80	80	8.0	62	8.0	N/A	N/A	N/A	N/A	N
131022	688	3318	6863318	Mixed	Hythe Bay CofE Primary School	Voluntary aided	355	355	353	353	14.8	12	14.8	N/A	N/A	N/A	N/A	N
118040	688	7038	6867038	Mixed	Ide Hill Church of England Primary School	Community Special	175	175	178	178	23.8	42	23.8	N/A	N/A	N/A	N/A	N
118293	688	2187	6862187	Mixed	Ighiteam Primary School	Community	170	170	170	170	1.9	21	1.9	N/A	N/A	N/A	N/A	N
118642	688	4058	6864058	Girls	Ilkeston Grammar School	Foundation	1120	1120	1134	1134	2.2	25	2.2	N/A	N/A	N/A	N/A	N
118642	688	2358	6862358	Mixed	Ilkeston Community Primary School	Community	270	270	288	288	4.8	13	4.8	N/A	N/A	N/A	N/A	N
118340	688	2230	6862230	Mixed	Island Rise Primary School	Community	370	370	370	370	9.3	16	9.3	N/A	N/A	N/A	N/A	N
118692	688	3134	6863134	Mixed	John Wayne Church of England Primary School, Biddenden	Voluntary controlled	135	135	133	133	8.8	13	8.8	N/A	N/A	N/A	N/A	N
133927	688	3288	6863288	Mixed	John Wesley Primary School	Voluntary aided	180	180	182	182	11.5	21	11.5	N/A	N/A	N/A	N/A	N
135130	688	3810	6863810	Mixed	Joyana Wood Infant School	Community	210	210	212	212	18.8	55	18.8	N/A	N/A	N/A	N/A	N
118474	688	2500	6862500	Mixed	Joyana Wood Junior School	Community	210	210	212	212	4.7	10	4.7	N/A	N/A	N/A	N/A	N
118441	688	2438	6862438	Mixed	Joyana Wood Junior School	Community	285	285	283	283	3.2	8	3.2	N/A	N/A	N/A	N/A	N
118277	688	2138	6862138	Mixed	Kemring Primary School	Community	205	205	205	205	4.4	8	4.4	N/A	N/A	N/A	N/A	N

116551	888	2532	8862332	Mixed	Swanlocks Primary School	Community	405	405	403	34	84	35	87	N/A	N/A	N/A	N/A	N		
116398	888	2316	8862316	Mixed	Shuterlocks Infant School	Community	185	185	188	55	298	55	286	0	0	0	2	N/A	N	
116285	888	2119	8862119	Mixed	Shears Green Infant School	Community	380	380	358	61	170	65	182	0	0	0	1	N/A	N	
116438	888	2431	8862431	Mixed	Shears Green Junior School	Community	475	475	474	38	80	48	103	0	0	0	0	N/A	N	
116348	888	2246	8862246	Mixed	Sheldahl Primary School	Community	215	215	214	8	37	8	37	0	0	0	0	N/A	N	
116564	888	2849	8862849	Mixed	Sheldahl Park Community Primary School	Community	345	320	343	138	887	136	587	0	0	0	0	N/A	N	
118311	888	2180	8862180	Mixed	Shipdon Community School	Community	55	55	57	0	0	0	0	0	0	0	0	N/A	N	
118749	888	3358	8863358	Mixed	Shildon Church of England Primary School	Community	110	110	108	0	3.7	5	4.6	0	0	0	0	0	N/A	N
116294	888	2148	8862148	Mixed	Shoreham Village School	Community	95	95	83	0	0	0	0	0	0	0	0	0	N/A	N
116594	888	3018	8863018	Mixed	Shore Church of England Voluntary Controlled Primary School	Voluntary controlled	210	210	209	5	2.4	13	2.4	0	0	0	0	0	N/A	N
116891	888	3175	8863175	Mixed	Shipton Church of England Primary School at Shepherdswell	Voluntary controlled	195	195	188	13	8.6	15	6.6	0	0	0	0	0	N/A	N
118890	888	4534	8864534	Girls	Simon Langton Girls Grammar School	Voluntary controlled	1025	1025	1028	9	0.9	12	1.2	0	0	0	0	0	N/A	N
118894	888	5412	8865412	Girls	Simon Langton Grammar School for Boys	Foundation	1010	1010	1012	25	11.8	25	11.9	0	0	0	0	0	N/A	N
118479	888	2509	8862509	Mixed	Singwell Primary School	Community	210	210	210	15	11.8	25	11.9	0	0	0	0	0	N/A	N
118880	888	5428	8865428	Mixed	St Roger Marwood School	Foundation	810	810	813	27	3.0	27	3.0	0	0	0	0	0	N/A	N
118717	888	3309	8863309	Mixed	St Augustine Voluntary Aided Church of England Primary School	Voluntary aided	140	140	140	3	2.1	279	2.1	0	0	0	0	0	N/A	N
118833	888	4247	8864247	Mixed	St Albans Voluntary Aided Church of England Primary School	Community	1325	1325	1328	78	17.7	102	32.4	0	0	0	0	0	N/A	N
135888	888	6916	8866916	Mixed	St Albans Voluntary Aided Church of England Primary School	Community	310	310	315	315	25.1	102	32.4	0	0	0	0	0	N/A	N
116295	888	2155	8862155	Mixed	Stade Primary School and Attached Unit for Children with Hearing Impairment	Community	315	315	313	24	7.7	24	7.7	0	0	0	0	0	N/A	N
116390	888	2288	8862288	Mixed	Stamard Primary School	Community	80	80	80	6	4.2	4	4.4	0	0	0	0	0	N/A	N
116831	888	2288	8862288	Mixed	Stamard Community Primary School	Community	140	140	142	6	4.2	8	5.6	0	0	0	0	0	N/A	N
118846	888	2435	8862435	Mixed	Stamard C of E Primary School	Community	285	285	285	47	16.5	57	20.0	0	0	0	0	0	N/A	N
118439	888	2435	8862435	Mixed	South Avenue Infant School	Community	155	155	155	38	24.5	38	24.5	0	0	0	0	0	N/A	N
116540	888	2814	8862814	Mixed	South Avenue Junior School	Community	225	225	228	53	23.5	53	23.5	0	0	0	0	0	N/A	N
118395	888	2180	8862180	Mixed	Southborough Primary School	Community	240	220	244	44	18.0	50	20.5	0	0	0	0	0	N/A	N
118712	888	3287	8863287	Mixed	Southdown C of E Primary School	Community	405	405	408	48	12.1	55	13.5	0	0	0	0	0	N/A	N
118807	888	3042	8863042	Mixed	Speldhurst Church of England Voluntary Aided Primary School	Voluntary aided	135	135	137	8	4.4	8	4.4	0	0	0	0	0	N/A	N
135305	888	6911	8866911	Mixed	Spirus Academy	Academy	385	385	395	411	137	82	20.0	0	0	0	0	0	N/A	N
118248	888	2089	8862089	Mixed	St Albans Road Infant School	Community	285	280	287	28	8.8	31	10.8	0	0	0	0	0	N/A	N
118859	888	3129	8863129	Mixed	St Albidge Church of England Primary School	Voluntary controlled	180	180	189	28	15.3	35	18.5	0	0	0	0	0	N/A	N
118785	888	5446	8865446	Mixed	St Asensio Catholic Primary School	Voluntary aided	225	225	225	17	7.6	17	7.6	0	0	0	0	0	N/A	N
118818	888	5446	8865446	Mixed	St Asensio Catholic Primary School	Voluntary aided	1010	1010	1051	42	4.0	72	6.9	0	0	0	0	0	N/A	N
110037	888	7033	8867033	Mixed	St Anthony's School	Community Special	110	110	108	108	37.0	0	37.0	0	0	0	0	0	N/A	N
118781	888	3718	8863718	Mixed	St Augustine's Catholic Primary School	Voluntary aided	180	180	181	15	8.3	16	8.8	0	0	0	0	0	N/A	N
118724	888	3320	8863320	Mixed	St Augustine's Catholic Primary School	Voluntary aided	310	310	312	15	4.8	18	4.8	0	0	0	0	0	N/A	N
118880	888	5214	8865214	Mixed	St Barnabas C of E VA Primary School	Voluntary aided	120	120	118	32	27.1	38	32.2	0	0	0	0	0	N/A	N
118858	888	5210	8865210	Mixed	St Barnabas C of E VA Primary School	Voluntary aided	345	345	344	47	13.7	54	15.7	0	0	0	0	0	N/A	N
118411	888	2337	8862337	Mixed	St Bartholomew's Catholic Primary School, Swanley	Voluntary aided	210	210	211	23	10.9	22	11.4	0	0	0	0	0	N/A	N
118742	888	3348	8863348	Mixed	St Christopher's Community Primary School	Community	235	255	255	20	7.8	22	8.6	0	0	0	0	0	N/A	N
118912	888	5440	8865440	Mixed	St Christopher's Community Primary School	Voluntary aided	210	210	208	44	21.2	46	22.1	0	0	0	0	0	N/A	N
118757	888	3713	8863713	Mixed	St Edmund's Catholic Primary School	Voluntary aided	185	185	186	62	14.5	27	14.5	0	0	0	0	0	N/A	N
118853	888	5207	8865207	Mixed	St Edmund's Catholic Primary School	Voluntary aided	210	210	212	22	10.4	21	9.9	0	0	0	0	0	N/A	N
118764	888	5447	8865447	Mixed	St Elizabeth's Catholic Primary School	Voluntary aided	180	180	188	18	5.0	21	5.9	0	0	0	0	0	N/A	N
118853	888	5207	8865207	Mixed	St Francis Catholic Primary School, Maidstone	Voluntary aided	1080	1080	1148	168	14.7	170	14.8	0	0	0	0	0	N/A	N
118918	888	3069	8863069	Mixed	St George's Church of England Foundation School	Foundation	135	135	135	18	13.3	24	14.8	0	0	0	0	0	N/A	N
118853	888	5447	8865447	Mixed	St George's Church of England Foundation School	Foundation	110	110	110	10	11.0	18	14.5	0	0	0	0	0	N/A	N
118807	888	5435	8865435	Mixed	St Georges C of E (Aided) Primary School	Voluntary aided	1085	1085	1092	43	9.8	65	12.1	0	0	0	0	0	N/A	N
118783	888	3889	8863889	Mixed	St Gregory's Catholic Comprehensive School	Voluntary aided	320	305	322	28	8.0	39	8.0	0	0	0	0	0	N/A	N
118810	888	3049	8863049	Mixed	St Gregory's Catholic Primary School, Margate	Voluntary controlled	270	270	272	18	6.8	18	7.0	0	0	0	0	0	N/A	N
118725	888	3322	8863322	Mixed	St James' Church of England Junior School	Voluntary aided	210	195	210	8	3.8	8	3.8	0	0	0	0	0	N/A	N
118725	888	3322	8863322	Mixed	St James' Church of England Voluntary Aided Infant School	Voluntary aided	185	175	187	85	45.5	89	52.8	0	0	0	0	0	N/A	N
118933	888	5461	8865461	Mixed	St James the Great Primary and Nursery School	Community	1085	1065	1111	88	8.8	123	11.1	0	0	0	0	0	N/A	N
118755	888	5461	8865461	Mixed	St John's Catholic Comprehensive	Voluntary aided	685	660	695	47	6.8	43	6.6	0	0	0	0	0	N/A	N
118811	888	3050	8863050	Mixed	St John's Catholic Primary School, Gravesend	Voluntary controlled	695	655	655	43	6.8	43	6.6	0	0	0	0	0	N/A	N
118806	888	3037	8863037	Mixed	St John's Church of England Primary School	Voluntary controlled	75	75	77	25	32.5	25	32.5	0	0	0	0	0	N/A	N
118782	888	3719	8863719	Mixed	St John's Church of England Primary School, Swanwick	Voluntary aided	80	80	80	14	17.5	13	22.5	0	0	0	0	0	N/A	N
131128	888	3880	8863880	Mixed	St Joseph's Catholic Primary School	Voluntary aided	205	205	207	11	5.3	13	8.3	0	0	0	0	0	N/A	N
118888	888	5222	8865222	Mixed	St Joseph's Catholic Primary School, Broadstairs	Voluntary aided	185	195	185	18	9.7	18	9.7	0	0	0	0	0	N/A	N
118713	888	3303	8863303	Mixed	St Joseph's Catholic Primary School, Northleaf	Voluntary aided	140	140	138	3	2.2	60	2.2	0	0	0	0	0	N/A	N
118312	888	2181	8862181	Mixed	St Katherine's Keckholt Church of England Voluntary Aided Primary School	Voluntary aided	480	470	481	48	9.8	60	12.2	0	0	0	0	0	N/A	N
118782	888	3371	8863371	Mixed	St Katherine's Keckholt Church of England Voluntary Aided Primary School	Community	220	220	220	50	22.7	52	23.6	0	0	0	0	0	N/A	N
118704	888	3201	8863201	Mixed	St Lawrence in Thanet Church of England Junior School	Voluntary controlled	70	70	72	11	11.1	8	11.1	0	0	0	0	0	N/A	N
118773	888	3744	8863744	Mixed	St Lawrence Church of England Primary School	Voluntary aided	305	305	307	8	3.8	11	3.8	0	0	0	0	0	N/A	N
118838	888	3000	8863000	Mixed	St Margaret's Church of England Primary School	Voluntary controlled	165	165	168	11	8.5	9	8.5	0	0	0	0	0	N/A	N
118656	888	2522	8862522	Mixed	St Margaret's, Cattle Street Church of England Voluntary Controlled School	Voluntary controlled	185	185	187	9	8.5	12	8.5	0	0	0	0	0	N/A	N
118818	888	3052	8863052	Mixed	St Mark's Church of England Primary School	Community	170	170	168	43	25.6	43	25.6	0	0	0	0	0	N/A	N
118924	888	3056	8863056	Mixed	St Mark's Church of England Primary School, Eccles	Voluntary controlled	140	140	138	12	8.6	12	8.2	0	0	0	0	0	N/A	N
138883	888	2982	8862982	Mixed	St Mark's School	Community	205	205	208	48	22.3	58	28.2	0	0	0	0	0	N/A	N
118789	888	3715	8863715	Mixed	St Mary of Christ C of E (Aided) Primary School	Voluntary aided	380	380	380	27	8.5	8	2.1	0	0	0	0	0	N/A	N
118782	888	3720	8863720	Mixed	St Mary's Catholic Primary School	Voluntary aided	175	175	174	8	15.5	30	17.2	0	0	0	0	0	N/A	N
118784	888	3724	8863724	Mixed	St Mary's Catholic Primary School	Voluntary aided	230	210	228	68	28.8	80	39.5	0	0	0	0	0	N/A	N
118789	888	3704	8863704	Mixed	St Matthew's High Income Church of England Voluntary Aided Primary School	Voluntary aided	210	210	228	68	28.8	80	39.5	0	0	0	0	0	N/A	N
118828	888	3073	8863073	Mixed	St Michael's Church of England Infant School Maidstone	Voluntary controlled	120	120	120	31	16.5	89	24.1	0	0	0	0	0	N/A	N

116870	888	3143	8683143	Mixed	St Michael's Church of England Primary School (Terrence)	Voluntary controlled	180	180	182	15	7.8	16	8.3	0	0	6	N
116865	888	2328	8682328	Mixed	St Michael's Primary Infant School	Community	270	270	270	23	8.5	25	8.3	0	0	6	N
116868	888	3186	8683186	Mixed	St Nicholas Al Wode Church of England Primary School	Voluntary controlled	205	205	206	12	5.8	76	6.8	0	0	5	N
116829	888	2691	8682691	Mixed	St Nicholas Church of England (Controlled) Primary School	Voluntary controlled	345	345	343	73	21.3	14	22.2	0	0	N/A	N
116859	888	7083	8687083	Mixed	St Nicholas School	Community Special	180	180	178	47	26.4	54	30.3	0	0	N/A	N
116850	888	3010	8683010	Mixed	St Paul's Church of England Voluntary Controlled Primary School	Voluntary controlled	105	105	103	8	8.7	10	8.7	0	0	N/A	N
116851	888	2474	8682474	Mixed	St Paul's Infant School	Community	225	225	224	41	11.3	44	18.6	0	0	N/A	N
116850	888	3360	8683360	Mixed	St Paul's-Thorn C of E Junior School	Voluntary aided	355	355	356	40	11.2	40	11.2	0	0	N/A	N
116878	888	3714	8683714	Mixed	St Peter's Catholic Primary School	Voluntary controlled	210	210	208	18	8.6	21	10.0	0	0	N/A	N
116878	888	3053	8683053	Mixed	St Peter's Church of England Primary School	Voluntary controlled	135	135	137	14	10.2	14	10.2	0	0	N/A	N
116814	888	3057	8683057	Mixed	St Peter's Church of England Primary School	Voluntary controlled	120	120	120	18	8.3	22	11.7	0	0	N/A	N
116817	888	3289	8683289	Mixed	St Philip Howard Catholic Primary School	Voluntary controlled	210	210	208	18	8.7	14	10.6	0	0	N/A	N
116870	888	3738	8683738	Mixed	St Philip Howard Catholic Primary School	Voluntary aided	110	110	111	25	22.5	25	22.5	0	0	N/A	N
116871	888	3740	8683740	Mixed	St Simon's Catholic Primary School	Voluntary aided	165	165	165	32	18.4	32	21.2	0	0	N/A	N
116865	888	3181	8683181	Mixed	St Simon's Church of England Junior School	Voluntary controlled	375	375	373	38	10.2	42	11.3	0	0	N/A	N
116872	888	3743	8683743	Mixed	St Simon's Church of England Roman Catholic Primary School, Ashford	Voluntary controlled	205	205	208	18	8.2	30	14.6	0	0	N/A	N
116864	888	5432	8685432	Mixed	St Simon Stock Catholic School	Voluntary aided	1060	1060	1062	51	4.8	57	5.4	0	0	N/A	N
116878	888	2667	8682667	Mixed	St Stephen's (Cathedral) Primary School	Community	185	185	183	41	21.2	50	25.8	0	0	N/A	N
116858	888	2811	8682811	Mixed	St Stephen's Infant School	Community	265	265	265	47	17.7	47	17.7	0	0	N/A	N
116857	888	2808	8682808	Mixed	St Stephen's Junior School	Community	380	380	358	88	18.8	68	18.8	0	0	N/A	N
116870	888	3716	8683716	Mixed	St Theresa Catholic Primary School, Ashford	Voluntary aided	215	215	215	5	2.3	6	2.8	0	0	N/A	N
116877	888	3746	8683746	Mixed	St Thomas Catholic Primary School, Canterbury	Voluntary aided	205	205	203	17	8.4	23	11.3	0	0	N/A	N
116878	888	3079	8683079	Mixed	St Thomas Catholic Primary School, Sevenoaks	Voluntary aided	215	215	214	11	5.1	11	5.1	0	0	N/A	N
116828	888	3079	8683079	Mixed	St Thomas Church of England Primary School	Voluntary controlled	80	80	80	x	x	3	3.8	0	0	N/A	N
116813	888	2182	8682182	Mixed	St Thomas Catholic Primary School	Community	435	435	437	18	18	19	4.3	0	0	N/A	N
116862	888	5216	8685216	Mixed	St Thomas Catholic Primary School	Voluntary aided	165	165	164	20	10.3	24	12.4	0	0	N/A	N
116861	888	3158	8683158	Mixed	St Thomas Catholic Primary School	Voluntary controlled	100	100	100	x	x	4	1.8	0	0	N/A	N
116851	888	2359	8682359	Mixed	St Thomas Catholic Primary School	Community	215	215	214	4	1.8	4	1.8	0	0	N/A	N
116859	888	7058	8687058	Mixed	St Thomas Catholic Primary School	Community	65	65	65	3	4.8	3	8.2	0	0	N/A	N
116862	888	3021	8683021	Mixed	St Thomas Catholic Primary School	Voluntary Special	310	310	311	29	0	33	0	0	0	N/A	N
116869	888	3128	8683128	Mixed	St Thomas Catholic Primary School	Voluntary controlled	105	105	103	0	0	51	15.4	0	0	N/A	N
116859	888	3043	8683043	Mixed	St Thomas Catholic Primary School, Sevenoaks	Voluntary controlled	330	330	331	47	14.2	10	12.8	0	0	N/A	N
116829	888	2166	8682166	Mixed	St Thomas Catholic Primary School	Community	80	80	78	7	8.0	81	15.8	0	0	N/A	N
118314	888	2183	8682183	Mixed	St Thomas Catholic Primary School	Community	365	365	365	61	15.8	61	15.8	0	0	N/A	N
116850	888	5204	8685204	Mixed	St Thomas Catholic Primary School	Community	280	280	282	6	3.0	11	5.6	0	0	N/A	N
116873	888	4059	8684059	Mixed	St Thomas Catholic Primary School	Community	280	280	292	21	7.2	21	7.2	0	0	N/A	N
116858	888	2643	8682643	Mixed	St Thomas Catholic Primary School	Community	780	780	788	55	7.0	74	8.4	0	0	N/A	N
131276	888	4059	8684059	Mixed	St Thomas Catholic Primary School	Community	640	640	640	33	5.2	40	6.3	0	0	N/A	N
116879	888	4031	8684031	Mixed	St Thomas Catholic Primary School	Community	615	615	615	125	20.3	145	23.6	0	0	N/A	N
116871	888	3177	8683177	Mixed	St Thomas Catholic Primary School	Community	520	520	520	3	2.5	3	2.5	0	0	N/A	N
116862	888	2957	8682957	Mixed	St Thomas Catholic Primary School	Community	120	120	122	3	2.5	3	2.5	0	0	N/A	N
116871	888	3144	8683144	Mixed	St Thomas Catholic Primary School	Community	515	470	517	83	18.0	83	22.4	0	0	N/A	N
116871	888	2280	8682280	Mixed	St Thomas Catholic Primary School	Community	280	280	278	18	6.8	23	8.2	0	0	N/A	N
116832	888	4282	8684282	Mixed	St Thomas Catholic Primary School	Community	180	180	188	22	11.6	23	12.2	0	0	N/A	N
116861	888	5407	8685407	Mixed	St Thomas Catholic Primary School	Community	145	145	144	45	31.3	45	31.3	0	0	N/A	N
116879	888	3117	8683117	Mixed	St Thomas Catholic Primary School	Community	780	780	801	112	14.0	157	18.6	0	0	N/A	N
116851	888	4242	8684242	Mixed	St Thomas Catholic Primary School	Community	845	845	888	180	18.2	187	18.9	0	0	N/A	N
116825	888	2089	8682089	Mixed	St Thomas Catholic Primary School	Community	320	320	318	8	2.5	8	2.5	0	0	N/A	N
116875	888	5428	8685428	Mixed	St Thomas Catholic Primary School	Community	855	855	855	38	38	38	4.2	0	0	N/A	N
116899	888	4064	8684064	Mixed	St Thomas Catholic Primary School	Community	610	610	612	60	14.7	60	15.4	0	0	N/A	N
116892	888	5430	8685430	Mixed	St Thomas Catholic Primary School	Community	855	855	868	58	8.7	78	8.7	0	0	N/A	N
116892	888	2879	8682879	Mixed	St Thomas Catholic Primary School	Community	400	400	403	59	14.4	70	17.4	0	0	N/A	N
116893	888	2879	8682879	Mixed	St Thomas Catholic Primary School	Community	1035	1035	1033	169	15.5	222	20.3	0	0	N/A	N
116891	888	5428	8685428	Mixed	St Thomas Catholic Primary School	Community	140	140	141	47	10.3	53	37.6	0	0	N/A	N
116893	888	2554	8682554	Mixed	St Thomas Catholic Primary School	Community	1125	1125	1125	118	10.3	152	13.5	0	0	N/A	N
116891	888	5438	8685438	Mixed	St Thomas Catholic Primary School	Community	380	380	380	14	3.7	14	3.7	0	0	N/A	N
116893	888	2592	8682592	Mixed	St Thomas Catholic Primary School	Community	865	865	897	83	8.8	142	15.2	0	0	N/A	N
116893	888	4091	8684091	Mixed	St Thomas Catholic Primary School	Community	210	210	208	29	8.8	30	14.4	0	0	N/A	N
134057	888	2065	8682065	Mixed	St Thomas Catholic Primary School	Community	340	340	342	208	3.2	19	5.8	0	0	N/A	N
116894	888	3183	8683183	Mixed	St Thomas Catholic Primary School	Community	380	380	392	51	13.0	52	13.3	0	0	N/A	N
135626	888	5468	8685468	Mixed	St Thomas Catholic Primary School	Community	780	780	784	88	11.4	159	20.3	0	0	N/A	N

Consultation on the Changes to the Admissions Framework

Consultation Response Form

The closing date for this consultation is: 19 August 2011
Your comments must reach us by that date.

Department for
Education

THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online response facility available on the Department for Education website www.education.gov.uk/consultations

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

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Please tick if you want us to keep your response confidential.

Reason for confidentiality:

Name	Scott Bagshaw
Organisation (if applicable)	Kent County Council
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Contact Details

If your enquiry is related to the content of the consultation, you can contact the PCU telephone help line on: 0370 000 2288.

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Consultation Unit by e-mail: consultation.unit@education.gsi.gov.uk or by telephone: 0370 000 2288.

Please tick the box below that best describes you as a respondent.

<input type="checkbox"/> Parent	<input checked="" type="checkbox"/> Local Authority	<input type="checkbox"/> Parent Governor
<input type="checkbox"/> Governor	<input type="checkbox"/> National Representative Group	<input type="checkbox"/> Local Representative Group
<input type="checkbox"/> Headteacher/teacher	<input type="checkbox"/> Faith Organisation	<input type="checkbox"/> School
<input type="checkbox"/> Other (please specify)		

Please Specify:

We have sought to remove all duplication and sections of the Codes that were open to misinterpretation, so it is clearer what admission authorities must and must not do within the new Codes as well as making them easier to read and understand.

One of the aims of reviewing the Codes was to reduce the burdens and bureaucracy that schools face by removing unnecessary prescription and elements that drove cost into the process.

The revised Codes should ensure that all school places can continue to be offered in a fair and lawful way, and that school admission appeals can be administered in a more effective way and at lower cost.

Q1) Do you agree that the new Codes achieve these aims?

<input type="checkbox"/> Agree	<input checked="" type="checkbox"/> Disagree	<input type="checkbox"/> Not sure
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Comments: The new Codes are oversimplified, lack definitions and in consequence will be more open to misinterpretation. They were previously working documents for all concerned; the proposed Codes appear to be summary documents open to different interpretations by different people or bodies.

They regularly refer to 'reasonable' when there are very different measures in regard to what one person might consider to be reasonable.

Several sections of the previous code provided clarity and the ambiguous nature of the proposed code leaves several questions unanswered. The list below is not exhaustive but will hopefully provide a flavour of where greater clarity or indeed some clear definitions are required to prevent considerable and costly debates resulting in endless adjudications. The LA has also highlighted some further considerations the Department for Education may wish to consider for inclusion as it may provide further opportunities for efficiency gains.

2.2 - Says CAFs "must allow parents to supply their address (including documentary evidence in support)". KCC currently defers this responsibility to schools. Does this mean it will need to be an LA function? It says we must allow the inclusion of evidence, but this significantly complicates a parent's ability to apply on line – presumably they would need to scan evidence – by allowing schools to check this post offer (The benefit is they only need check the applications of those offered a place and not the hundreds that apply) It's far more bureaucratic if we have provide an opportunity to present evidence at the point of application.

2.5 - Limits proof of address to things that don't include "financial status" or info about marital status. This makes it difficult for parents to evidence where they live – and the reason it is prohibited is that it might influence the school in their ranking – if they don't have to prove residency until post offer – as in Kent, it can't influence the ranking decision anyway.

2.6 - States parents can use the CAF to apply for 6th forms. Is this because of the change in legal age and will LA's need to start coordinating a 6th form round for schools? If this is the case it requires further consideration of colleges and other education providers which are not governed by the code. It would be more sensible to include these providers or remove 6th form arrangements from the Admissions Code – the 14 -19 work goes far beyond simply sixth forms.

Government should acknowledge that the way in which pupils apply to 6th form has moved on – in Kent at least we have the **choices4you** website where children/young adults log on, identify courses they are interested in and are directed to all the providers both 6th form and colleges etc. The code should provide some allowances for where LA's are more joined up in there education offers to students. A conscious effort has been made to make the course the focus of the application for 14-19 rather than the

institution.

2.11 – States LA's only need to allocate if places are available? Is the revised code intentionally saying that LA's do not need to allocate a place at a school for its resident children if it has failed to provide sufficient places in its area – this would seem to be a backward step – far better for parents to have a place to fall back on even if it is not a school they want whilst seeking something closer to home or more suited to their requirements.

2.16 The code suggests that admission authorities must provide full or part time places for four year olds in their area.....it does not go on to clarify who has the final say. It is KCC's understanding that the existing code makes it the parent who can demand full time education from the Sept after the child's 4th birthday – the proposed wording leaves it unclear whether the school has the final say about whether it chooses to provide FT/PT education – this may come as a blow to some working parents who find that a school can decide that they will only admit children part time for the first term – if this is an intentional change?

2.19 The admissions codes present and proposed require parents to apply to their 'home' LAs for a school place. When families are resident abroad they do not have a home LA which creates a problem.

It is clear that for crown servants and military personnel we can accept an applications whilst out of the country and LA's use a UK base location for identifying the home LA and administering the applications but there is no such facility for someone who is working abroad of their own choice, and want to apply for a school place because of an intention to return to the UK – this need clarification – either an LA should be allowed to refuse applications until they are UK residents or can identify a permanent UK address and show evidence of such or the requirement to apply to the home LA must be lifted for international applicants. Existing on-line systems have been developed to only allow application from people resident in the LA area.

3.16 This sets out the requirement on LAs to consult with schools etc before directions can be made for schools to admit challenging pupils. - One of the biggest factors delaying admission is school failing to respond to LA letters – with no response either way LA's have to send follow up letters and then allow further time for these to be received. It would be very helpful for the code to include some requirement on schools to respond within a given time period of receipt of an email or letter and failure to do so constituting acceptance of the pupil.

More general observations not necessarily covered but worthy of consideration.

National offer day for Primary Admissions

There is an opportunity to set a National Offer Day for primary schools in the same way as is currently in place for Secondary. Following the previous

consultation (because there was such conflicting timescales between different LA's) the DfE were not minded to set a National offer day for the primary stage. This is a mistake and a missed opportunity. LAs are still expected to coordinate admissions for entry to primary school in the same way as with the secondary round. An LA with several neighbours can set dates in its scheme to aim for an offer day that fits with the majority of its neighbouring LA's only to find that one might choose to set their process a month later which prevents accurate pupil data being sent to schools results in the potential for duel offers and disadvantage.

Although Kent is proactive and engages with neighbours in preparing its primary admissions scheme, this is additional work that would be removed if there was a single National offer date, all LAs could work back from it in their schemes. It would make sense if this was at the beginning of April so it happens a month after Secondary settles down.

Primary and Secondary prospectuses

Existing arrangements require composite prospectuses to be published by the 12 September for both primary and secondary. This (existing practice) can be confusing for parents – because the two schemes run at different times it would be helpful if secondary dates for publication remaining around September but LA's had the option to delay primary information booklets until November (In Kent they are not used until November for choosing primary schools anyway).

Coordinating Boarding school admissions – why??

Boarding schools (with the agreement of the home LA) should be allowed to withdraw from coordination in relation to allocating their boarding places. – These are often from international placements (military – foreign office personnel seeking places – they need to do separate assessments regarding suitability for boarding and only seek to confuse the normal admissions coordination process) the Only way these can be coordinated by the LA now is to ask the boarding school which pupils it has made arrangements to admit in advance of the offer day so that the LA can send out the letter on behalf of the school. It is a work around to fit the current code and wholly boarding schools should be outside of the coordination process to allow those families abroad seeking places the opportunity to plan what can be a traumatic transition for the child well in advance.

Q2) Do you agree with the proposals to allow all popular and successful schools to increase their Published Admission Number?

Agree

Disagree

Not sure

Comments: KCC considers that this is an area where greater freedom could be introduced and it will be appropriate at times for schools to have the flexibility to increase but there needs to be clear safeguarding measures in place to prevent this sort of expansion happening on a whim unmonitored or unchecked by a body that can ensure fairness and proper process in its application. Failure to allow such a mechanism may result in schools simply expanding one day for the right middle class child able to compliment their league table results whilst then deciding when a less able child comes along that they are full. It will prove impossible for the LA or any other agency to monitor this effectively.

Further issues relating to PAN flexibility:

Increase in PANs – impact on coordination

The code needs to clarify the timescales/process that would need to be followed if a school intends to increase its PAN. The LA cannot coordinate admissions fairly if places are allocated on offer day and then a few weeks later the school decides to admit an additional form of entry (unless it is clear that the additional offers must go to the next pupils on the ranked list as at offer day.

Increase in PANs – impact on fair access protocols/placing of pupils outside of the round

The proposed code implies that any school should be allowed to expand and should only really be challenged if it reaches a maximum capacity on health and safety grounds. If this is progressed there is a risk that schools may fill to capacity with capable children and be able to refuse entry to LAC children moving into the area, statemented children where the statement names the school and indeed they will be able to renege on their Fair Access Protocol responsibility because they would not be in a position to admit pupils without causing a real danger to other pupils due to fire safety levels and other legislative restrictions that may be in place and identifying a maximum school capacity.

Increase in PANs – impact on other schools and transport – EIA

The flexibility and freedom to increase PANs may prevent other schools from being able to offer a quality curriculum if numbers fall as a result of unplanned expansion. These sorts of changes have the potential to significantly disadvantage children in those schools and I suspect an EIA will single out more detriment to some protected groups which may well be

disproportionately high in those schools already struggling and facing a downward spiral – there doesn't appear to have been any mention of EIAs and I suspect this is something that could create a spanner in the works.

The future closure of schools as a result will have a direct and real impact on the cost of transport as pupils migrate to alternative school provision. This responsibility sits with the LA but it will have no resource to fund it.

Expansion of grammar school

The code should be clear about grammar schools and their ability to expand. If they are to be given the same freedoms as any other schools as has been suggested, there needs to be a recognition that this will be very detrimental to neighbouring non selective schools as the grammars will inevitably draw in less able pupils. This will inevitably lead to widening the gap and creating a continuous spiral of educational performance decline in the those school left with the less able children

Q3) Do you agree that Academies and Free Schools should be able to give priority to children attracting the Pupil Premium in their admission arrangements?

Agree

Disagree

Not sure

Comments:

KCC considers it unfair to single out a particular type of school for these children. It is not clear why Academies and Free schools should be provided this facility when there are excellent schools in existence that have worked tirelessly with children that would fall into this category potentially having some of their traditional intake draw away from them into establishments that will secure the funding and not necessarily have the experience or calibre of individuals to deliver the sorts of learning environments that will best suit these children.

All schools should be able to prioritise children attracting the pupil premium if they wish to within their arrangements.

Q4) Do you support the proposal to remove the requirement for local authorities to co-ordinate in year applications?

Yes

No

Not Sure

Comments: KCC has long challenged the need for this and suffered considerably as a result of its introduction. Whilst it has created a significant administrative burden it is appropriate to point out that it has also had some significant benefits in regard to both safeguarding and monitoring fairness as it was designed to do.

The process has certainly resulted in improved outcomes for children who might otherwise have been out of education for significant periods without the knowledge of the LA. One head teacher commented "Where have all these children come from...we have never known so many children coming forward needing school places during the school year". There was a suggestion these were new pupils but KCC considers many of these are pupils that previously would have been turned away time and time again from schools with no offers being made. It is essential that a mechanism is therefore maintained whereby when a pupil is turned away from a school the LA can step in and make a representation on behalf of the child to schools it understands to have vacancies in the localities.

In addition we have seen a significant rise in the number of appeals because clearly some schools were failing to advise parents of their right of appeal when turning children away. This has proved a further burden but an appropriate one.

2.21 Removes the duty to coordinate in year admissions – if this is going to be the case – the code needs to include a requirement for schools to inform their home LA of accurate and up to date pupil roll data. LAs will have no way of championing parents or knowing if schools are acting fairly or in accordance with their admission procedures without this information. Parents need to be assured that if they are turned away from schools they can seek support from the LA.

There will need to be clear sanctions available LA's or policing bodies to ensure where schools fail to provide the necessary information to allow for an LA to support a child's application it becomes liable for the cost of any education which the LA is required to provide as an interim measure.

Q5) Do you support the proposed change to the use of random allocation?

Yes

No

Not Sure

Comments:

This is not widely used and is arguably the fairest of mechanisms to use for allocating school places provided it is applied to an oversubscribed catchment area that is in relatively close proximity to a school.

It is probably not appropriate for wider use across larger areas and wherever it is used, it is very stressful for parents because they have no way of estimating the likelihood of securing a school place which makes it difficult for families to plan ahead.

To our knowledge it has only been used as a deciding factor in one Kent school and has never been a consideration for the LA.

Q6) Do you support proposals to add twins (and multiple births) and children of service personnel to the list of excepted pupils?

Yes

No

Not sure

Comments: This is an entirely sensible approach which should have been adopted in the previous code and will reduce a considerable amount of unnecessary anguish for families that has been present in the past.

Q7) Do you agree with the proposal that admission authorities who are making no change to their arrangements year on year should only be required to consult once every seven years, rather than once every three years?

Agree

Disagree

Not sure

Comments: This is a good idea, it is however essential that schools and academies are required to send the arrangements each year into the LA for publication regardless of whether they have changed so that it publishes the arrangements with reference to the appropriate year and provides a mechanism for the LAS to check that no minor changes have been slipped in without following the necessary consultation.

Q8) Do you agree with the proposal to allow schools to give priority to applications for children of staff in their over-subscription criteria?

Agree

Disagree

Not sure

Comments:

This is wholly unfair – the La does appreciate the difficulties some schools face in attracting employees by why should they have this advantage of any other business or service provider?

It may make it easier for teachers, but why is their profession or that of the cleaner in the school; any different to the person who works in a shop or library next door?

If this is retained there really needs to be greater clarity around what constitutes school staff. If someone takes a P/T admin job in the office for 3 months, gets their child into the school then resigns – would the school regard that place as having been secured fairly (I don't think parents will see it like that) – someone taking a short term let to try to gain access would have the place withdrawn up until the end of the first term, this would be no different would the same sanctions apply?

Q9) Do you agree that anyone should be able to raise an objection about the admission arrangements they consider unfair or unlawful, of any school?

Agree

Disagree

Not sure

Comments:

There should clearly be a mechanism for parents or relevant parties to raise concerns but very often this can lead to very time consuming involvement by several parties because there is a basic misunderstanding in regard to how the legislation is applied. This is an area of business that is likely to increase significantly for the Adjudicators office as the definitions have been cut from the code and they will have to define what they consider to be reasonable in any response and that might not be what the parent or indeed the school consider to be reasonable!

Q10) Do you agree that the deadline for objections to the Schools Adjudicator should be moved to 30 June from 31 July?

Agree

Disagree

Not sure

Comments:

It is essential if an LA is to continue to produce the admissions prospectus that decisions on any challenges to admissions arrangements must be taken by the end of July or there is simply not enough time to go to print with final determined arrangements.

It will focus the attention of people with genuine concerns to taking decisive action. Clear concise timelines are welcome.

Q11) Do you agree with the less prescriptive requirements around the operation, governance and training of appeals panels?

Agree

Disagree

Not sure

Comments:

The revised Code is so lacking in detail that panels will operate in different ways. Whereas the current Code can be used as a working document for LA's and panels the new Code has generalised statements but lacks detail. It will lead to different interpretations being made by different admission authorities.

Statements and terms such as 'factual information' and 'reasonable time' in the section relating to production of evidence and 'the decision to refuse admission was not one a **reasonable** admission authority would have made' are wide open to interpretation. Currently there seems to be little regard to the very damaging financial implications some panels decisions can result in and this is going to make things far worse and result in placing a number of schools and academies into financial difficulties.

4.2 infant class size appeals need definition or they will clearly be interpreted differently by different people.

Infant class size appeals

The terminology in this section changes from appeal to review at different times, it should stick to one. It is either an appeal or a review.

Paragraph 4.2 The word 'either' has been omitted after 'satisfied that' in the first sentence this would clarify that any of the three conditions under which an appeal can be upheld have to be met. The term 'reasonable' has also not been defined, this was a really helpful statement in the previous Code and without it more appeals will be upheld as each panel makes its own decision on what reasonableness means.

The roles are not defined for panel chair, members, clerk, or presenting officer neither is the order of proceedings, panels will therefore work in many different ways.

Panel membership should be an uneven number an even number puts too much emphasis on the views of the chair.

There is emphasis on the role of the clerk, but no requirement for clerks to be trained.

The removal of the need for panels to meet at a neutral venue could compromise the independence of the panel, especially in the eyes of parents

Paragraph (2.15) on guiding principles for panels would be better placed under the panel constitution section.

Q12) Do you agree that the proposed appeals timetable will give more certainty to parents and reduce the number of appeals overall?

Agree



Disagree

Not sure

The thinking behind this introduction is significantly flawed and should seriously be reconsidered. Whilst 20% of appeals may not be heard this is not because they are indifferent and appeal on a whim, it is because parents lodge multiple appeals concurrently and withdraw from some when one of their other appeals is upheld.

The fact that appellants must have 30 days from offer date to lodge an appeal (previously was 10) will not reduce appeal numbers. The majority of parents lodge appeals within a few days of receiving the offer of a school place. All this, together with the 15 days notice of the details and arrangements for the hearing will do, is mean that parents will have to wait longer for their appeal to be heard as no hearings can be convened until 9 weeks after the offer day.

Q13 Do you agree that the proposed new timetable for lodging and hearing appeals will reduce costs and bureaucracy for admission authorities?

Agree

Disagree

Not sure

Comments:

Whilst the ability to use schools as venues for appeals will reduce costs it is at the expense of panels credibility and independence in the eyes of parents

Appeals must be heard within 40 days of closure date for appeals but admission authorities must no later the 15 days before the hearing notify the appellant of the details and arrangements for the hearing. In effect this means that all appeals must be heard within a five-week period after the 15 day notice. This is a considerably shorter period of time than now and will put enormous pressure on Kent which, this year had to organise in excess of 2300 appeals.

Q14 Do you agree that the new three stage process will provide a more effective process for appeals panels to consider multiple and individual appeals?

Agree

Disagree

Not sure

Individual appeals

Split into three stages, first stage establishes facts that admission arrangements comply with mandatory requirements and they were correctly applied in the appellant's case. Second considers if the prejudice applies and third balances the degree of prejudice.

Multiple appeals

Whilst the decision making process is divided into three stages they are not the same as for individual appeals.

First stage establishes that admission arrangements comply with mandatory requirements but then goes on to say that panels must consider how many children could be admitted – the prejudice case?

The second stage then goes back to consider if the admission arrangements were correctly applied in the appellant's case.

The third stage considers who can be admitted, having made the decision in stage one how many can be admitted the panel admits this number (presumably having ranked them?). It then goes on to consider other cases to see if any outweigh the prejudice to the school and decides which to uphold if any.

This is confusing the decision making process must be undertaken in the same order as for individual appeals – perhaps it was an oversight in the proposal?

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes

No

All DfE public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Co-ordinator, tel: 01928 438060 / email: carole.edge@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 19 August 2011

Send by post to:
Consultation Unit
Area 1C
Castle View House
Runcorn
Cheshire
WA7 2GJ

Send by e-mail to: admissions.consultation@education.gsi.gov.uk

Key Action	Scheme Date
National Closing Date for Secondary Common Application Forms (SCAF).	Monday 31 Oct 2011
Final Closing Date for exceptional late applicants. After this point, any late applications received up to 19 March 2012 will be collected for processing in the LA reallocation stage.	Friday 04 Nov 2011
Applicant numbers to schools (plus info for those needing additional testing).	By Friday 09 Dec 2011
Applicant details sent to schools to apply oversubscription criteria - Ranking Lists sent.	By Tuesday 03 Jan 2012
Ranked lists returned to LA by all schools.	No later than Friday 20 January 2012
Secondary Schools sent lists of allocated pupils - primary schools informed of destination of their pupils.	By Tuesday 21 Feb 2012 (note - during half term)
National Offer Day - Emails sent after 4pm and letter sent 1st class post. Parents are informed to send acceptance/refusal information to schools. Schools will record responses from parents on a report sent by the LA which will be used to calculate places available for LA Reallocation Day. Waiting list requests are to be sent to the LA to compile and are limited to schools on original SCAF.	Thursday 01 Mar 2012
Schools send out welcome letters.	Not before Tuesday 06 Mar 2012
Deadline for Late applications and Waiting list requests to be included in the LA reallocation stage. Late applications received after this date will be processed by the LA when they arrive. After this point applicants that are not already on the school's waiting list will need to apply to the school directly, but schools will not be able to make offers until after 10 Apr 2012 (LA Reallocation Day).	Monday 19 Mar 2012
LA send complete reallocation list to schools to be ranked. Lists are sent in the order rank list were returned, with late applicants at the bottom. Schools to check list to ensure previous pupils status hasn't changed and re-rank the whole list to include late applicants.	Thursday 22 Mar 2012

Schools send their ranked reallocation list and their completed acceptance/refusal report to the LA. If schools have not recorded an acceptance or refusal from parents at this time, they should continue to chase them up.	Tuesday 27 Mar 2012
Final Deadline for schools to send back additional refusal information to be included in reallocation. This information should be sent in a single email to kentonlineadmissions@kent.gov.uk, including Pupil IDs by 5pm at the latest. Any information sent after this time will only be processed if sufficient time is available.	Friday 30 Mar 2012
Schools break up for Easter Holiday.	Friday 30 Mar 2012
LA to complete rank list import and subsequent data validation.	By Wednesday 04 Apr 2012
Offers created and letters produced in preparation for sending.	Thursday 05 Apr 2012
Easter Bank Holiday Weekend.	Friday 06 Apr 2012 to Monday 09 Apr 2012
Reallocation Day - Offer letters posted to Parents via 1st Class Post. Schools are sent lists of reallocation offers made and the residual waiting list will be sent to schools in a separate file.	Tuesday 10 Apr 2012
At this point schools will take back ownership of their waiting lists for the remainder of the reallocation process and may make formal written offers provided these are copied to the LA at the same time. When schools make offers to parents, they must inform the LA so that its records can be maintained (the process for this data transfer will be clarified closer to the time). Parents are free to apply for schools that were not their original SCAF and will do so directly with schools. If a parent cannot be offered a place, they must be informed of their right to join the school's waiting list and / or appeal. Late applications (any applicant who has not completed a Kent application before, or who have completed a Kent application, but moved to another area) must be directed to the LA for the length of the reallocation process. These applications will be handled in a similar fashion to the Primary IY process, whereby schools are contacted by telephone on a case by case basis to ascertain if spaces are available. If no preference is available, the LA will allocate these children a place. After this point, applic	After Tuesday 10 Apr 2012

Schools to finalise offers and send their waiting lists back to the LA. Schools should provide a list of all accepted offers and inform the LA of current spaces available, in preparation for the In Year process.	Friday 06 Jul 2012
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Secondary Admissions 2012 Headteacher Briefings

11 - 15 July 2011

2011 Statistics (2010 in brackets)

Year 6 cohort

15,462 (15,901) *Kent pupils*

Preferences

97.33% (96.11%) *of pupils were offered a place at one of the schools named on their SCAF, as at 1 March 2010.*

82.71% (80.12%) *of pupils got their first preference named on their SCAF, as at 1 March 2010.*

2011 Reallocation

What did the change mean for the LA?

2010 45,700 applications processed

2011 67,500 applications processed
(a 47% Increase)

- 72,000 letters sent - an increase of 34% on 2010.
- Officers have also had to process 45,000 acceptances and refusals a burden that would previously have been shared between schools.

Admission to Secondary School September 2012

The schemes to co-ordinate admissions to Kent Secondary Schools including In Year admissions was determined on 15 April 2011 and all Kent schools were notified via Kent Schools e-bulletin.

Details of the scheme are available to view on Knet and have been posted on the website since that time.

The schemes had to be determined before the current scheme had run its course – we are seeking to make some minor amendments as a result.

School Admissions Code

3.6 For admissions to schools in the academic year 2011-2012 onwards, local authorities must formulate schemes for coordinating all applications to maintained schools and academies from parents in their area, whenever received, and for whichever age group, under one scheme.

It has proved impossible for the LA to do this whilst meeting other obligations defined in the code. The LA could not offer places from waiting lists as soon as they became available for 550 schools on a day to day basis and so it developed re-allocation as a pragmatic solution to the problem – unfortunately this has created its own set of issues with parents rightly stating that the code required places to be offered from waiting lists as soon as they arise. This has now been raised with the Ombudsman's office and no clear solution has been devised.

On the back of this I have tried to find a way to hand as much of the process back to schools whilst maintaining sufficient elements of coordination so as not to cause discontent with neighbouring LA's and still create a simple process for parents that continues to uphold the safeguarding values that are so important.

Changes this year

- LA will run a single reallocation on the 10th April .
- Schools will collect acceptance and refusal responses and record them on a report sent by the LA.
- Waiting list requests that are to be included in the LA reallocation will be sent to the LA.
- Once the LA reallocation is complete, schools will be sent their waiting lists and will make offers from them for the remainder of the reallocation process (until 6th July). New requests to join the waiting list will be directed to the school.
- Any late application received after the deadline for the LA reallocation will be processed by the LA. Once an applicant has received their offer, they are free to approach schools and join their waiting lists.
- The reallocation process ends 6th July and will then transition into In Year. Schools must return their waiting lists to the LA at that point.

Key Dates for Parents

01 July 2011	Closing date for Kent Test Registration
13/14 September 2011	Kent Test takes place in Kent Primary Schools (out of county pupils are tested on 17 September).
17 October 2011	Kent Test assessment decisions sent to parents (to arrive 18 October) .
31 October 2011	National Closing date for submitting secondary school applications (online and paper) Final date for accepting exceptional late applications is 4 November 2011.
01 March 2012	Offer of one school place sent to parents by their Home LA.
06 March 2012	Secondary schools to send out welcome letters to parents.
19 March 2012	By this date parents must confirm whether or not they wish to join a school's waiting list with their Local Authority.
22 March 2012	By this date parents must confirm whether or not they accept or refuse the offer with the school.
10 April 2012	Re-allocation takes place – any vacancies filled from waiting lists – parents can make extended preferences direct to schools.

Information to Schools

Primary schools will be sent:

Online Admissions posters and bookmarks

Pupil Information Sheets and samples of Secondary Common Application Forms (SCAFs)

Admission to Secondary School in Kent 2012 Booklets.

Parents should be encouraged to use the Website wherever possible.

Secondary schools will be sent:

Online Admissions Posters

Two copies of the Admissions to Secondary School in Kent 2012 booklet.

Secondary Common Application Form (SCAF)

As in previous years we are actively promoting the Online Admission Website (www.kent.gov.uk/ola) and ask primary schools to continue to encourage parents to apply online. 87% are now received in this way this is clearly the preferred way for parents to apply for a school place.

Primary schools will be sent a few blank paper SCAFs. These should only be handed out where parents are unable to access a computer at home or through your school.

Parents must fill in their home authority's SCAF or online application.

Kent parents are invited to express up to **four** preferences in priority order.
*Putting down one school only will **not** improve the chance of getting a place.*

Secondary Common Application Form (SCAF) (cont'd)

The assistance we get from primary schools in ensuring that parents apply correctly and on time is invaluable.

THANK YOU !

Applications must be submitted by midnight on 31 October 2011 which is a 'National' closing date. The LA will, however, accept applications as on time for good reason up until 4 November 2011. This facility has been included again this year as some parents may not have an opportunity to discuss their child's secondary school options with their primary school once they have received their assessment decision because of the half term holiday.

Paper SCAFs must therefore be returned to primary schools by the morning of 7 November 2011 due to the lower numbers expected as a result of On-line, schools should send any SCAF's received via recorded delivery to KCC Admissions.

Online Admissions

Parents can apply online at www.kent.gov.uk/ola

For 2011 Admissions (2010 figures in brackets):

- + **13,552** (13,000) parents applied online for their child's Year 7 place.
- + This equates to **87.64%** (81.76% of the Kent cohort which exceeded the Government target of 50%.

The Online Admissions system is clearly now well established having been in operation for 5 years. Please continue to support parents with your IT suites wherever possible/necessary

The system offers greater convenience to parents able to access the internet at home, an opportunity for schools to engage and assist parents through the application process where they open their I.T. suites and is a far more cost effective system with less potential for errors.

Online Admissions

Parents will need to register with the website before submitting their application.

If a parent has previously submitted a Kent Test registration online, from September they can log on, pick up their previously submitted details and add their preferences, then re-submit the application rather than starting a new one.

They will be sent an e-mail confirmation of their registration/application if they provide a valid e-mail address. *(please note, some email providers may delay sending the messages to account holders where anti spam software is engaged - parents will need to check with their own email service suppliers in this regard. KCC has no control over email delivery times once they have left our servers).*

Parents can use their log on details to:
edit their application at any time until the closing date for applications
view their application online at any time
view their offer details after the allocation date if they have not provided an e-mail address.

Parents do not need to have an e-mail address to apply online.

Parents can print off a summary of their application and, if they have provided an e-mail address, will receive an e-mail confirmation of their application which is a complete copy of their submission.



Online Admissions

www.kent.gov.uk/ola

On 1 March 2012 parents who have applied online, and provided a valid e-mail address, will receive notification of their offer by e-mail.

Offer e-mails will be sent after 4pm on 1 March 2012.
Parents will also receive the formal letter sent to every applicant.

Only parents who apply online can receive their offer notification by e-mail, parents who apply on paper will need to wait for their formal letter.

*Parents who apply online **must not** submit a paper SCAF as well. We will only accept one application, and checking duplicates will slow processing down.*

Supplementary Information Forms

Academies/VA/Foundation Schools can require parents to provide additional information (on a supplementary form) but only where this is necessary to apply their oversubscription criteria (e.g. religious affiliation).

Those schools requiring a supplementary form are clearly identified in the booklet. The form should be obtained from and returned to the school.

Changing Preferences

Once parents have made their preferences, local authorities should not allow them to be changed without a genuine reason for doing so – for example, if the family has recently moved address

Testing

Instructions for Procedure for Entrance to Secondary Education 2012 have been sent to all Kent primary and grammar schools.

Parents wishing their children to sit the Kent grammar school test were required to register no later than 1 July 2011. Testing will take place on 13/14 September.

The LA will write to all parents advising of assessment decisions on 17 October. **Parents who registered online, and provided a valid e-mail address, will be sent their child's assessment by e-mail after 4pm on 17 October.** *(Please note, some email providers may delay sending the messages to account holders where anti spam software is engaged - parents will need to check with their own email service suppliers in this regard. KCC has no control over email delivery times once they have left our servers).*

Parents will officially have until 31 October to submit their online application or return their completed paper SCAF. However, Kent will accept these as on time up until 4 November.

There will be no parental right of appeal against the outcome of a child's assessment, but parents may make an admission appeal after 1 March 2012 to the independent appeal panel if their child is refused admission to any school they applied for.

Testing (cont'd)

Where a child is unable to sit the Kent test in September arrangements will be made in the following exceptional circumstances for testing to take place by the end of January 2012:

- Illness on one or both test dates, confirmed by a doctor's certificate;
- A move into the Kent LA area after the closing date for test registration

(NB: This can only be arranged if parents return the late SCAF before **9 December 2011**.) Primary headteachers are asked to contact Admissions as soon as possible so that an early testing date can be arranged.

Outside these specific circumstances, children whose parents have not registered but have named a grammar school on their SCAF will not be able to sit the test until after 10 April 2012 when parents can make an admissions appeal to the independent appeal panel or for Kent parents by making a late application. Non Kent parents must pursue the place through their home local authorities application process. Where a grammar school (which uses the Kent grammar school test) is named on the SCAF and the child has not taken the Kent test the preference will be treated as invalid because the child does not meet the entry criteria for the grammar school.

**A grammar school assessment does not guarantee a grammar school place.
The allocation of places rests on each school's published oversubscription
criteria.**

Neighbouring Authorities

Medway Council is also carrying out testing before it asks parents to confirm their preferred schools. Medway's test date is 24 September 2011, and applicants for Medway grammar schools will need to register with Medway Council by 8 July 2011.

Medway test results will be sent to parents on 7 October, with review decisions being sent on 26 October.

There is now a National Closing Date for all applications on 31 October – some LA's (eg London LAs) are encouraging returns by 21 October due to half term.

Allocating Places

The LA operates an "Equal Preference" scheme.

The LA tells schools who has applied for places, not whether they were named first, second, third or fourth, and the schools place their applicants in a rank order based on their oversubscription criteria.

All applicants must be ranked, even if the school is very oversubscribed or undersubscribed.

The published criteria determine which children can be offered places.

The order in which a parent named the schools on the SCAF only matters if more than one of the schools could offer a place. In that case, the LA looks back at the original order and offers a place at whichever of them the parent named highest on the form.

Secondary School Pupil Data

9 December 2011

We will let schools know how many pupils have named them as a first, second, third or fourth preference.

3 January 2012

Full pupil information will be sent to schools via S2S website for ranking against oversubscription criteria.

20 January 2012

All schools will provide the LA with a ranked list of all applicants

Distances

For Community and Voluntary Controlled schools, distances will be measured in a straight line using Ordnance Survey address point data.

Kent's software measures distances from a defined point within the child's home to a defined point within the school as specified by Ordnance Survey

The LA's straight line measurements are provided to all schools, but some VA/Foundation schools use different means of measurement. These will be stated in their oversubscription criteria. Where schools use an alternative means of measurement they should contact the Admissions Scheme Co-ordination Team.

If a school has not published how it will measure distance, the LA's measurements are to be used.

Ranking Applicants

Full pupil information will be sent to schools via S2S website on 3 January 2012 for ranking against oversubscription criteria. This will be in excel spreadsheet format, and include details of any reasons parents have included in the application.

Grammar schools will also be advised of the assessment decisions of their applicants. Those which use scores to rank applicants will receive these separately.

ALL applicants must be individually ranked (they must have an individual rank number).

Training is available from the Admissions Scheme Coordination team. An schools e-bulletin will be sent out during term 2 to gauge the level of interest in this – the team will also remain available to offer advice throughout.

Ranking Applicants

If your school admits a percentage of pupils as a result of selection by aptitude in a particular field (Banding), please contact the Scheme Co-ordination Team for further advice.

Some issues we have previously encountered **to be avoided** include:

- The ranking list being sorted alphabetically and then ranked.
- Pupil details being moved around the spreadsheet but not every field being moved (Pupil ID being left behind)
- Schools using a formula to calculate the rank number for applicants.
- Schools only ranking up to their PAN, not ranking all applicants.
- Schools applying banding not ranking banded pupils in the normal rank list as well.
- Schools sending back the wrong year's file. Please check that you have downloaded, ranked and sent back the correct file to Admissions and Transport.

Allocating School Places

By 16 February 2012

The LA will match ranked lists provided by schools and allocate places.

- Where a child is eligible for a place at only one of the nominated schools, that school will be allocated.
- Where a child is eligible for a place at two or more of the nominated schools, they will be allocated a place at whichever of these is the highest ranked preference on their SCAF.
- Where a child is not eligible for a place at any nominated school, the LA will allocate the child a place at an alternative school with a vacancy.

21 February 2012

- The LA will inform primary and secondary schools (via the S2S website) of pupils to be offered places.

Offering School Places

The LA sends Kent children offer letters on behalf of all admission authorities.

1 March 2012

After 4pm those parents who applied online and provided a valid e-mail address will be sent an e-mail advising which school their child has been offered. *(Please note, some email providers may delay sending the messages to account holders where anti spam software is engaged - parents will need to check with their own email service suppliers in this regard. KCC has no control over email delivery times once they have left our servers).* Parents can also log on to the eAdmissions site to view their offer, after 5pm.

In addition, offer letters will be posted first class to all parents by the home LA to arrive on 2 March 2012. Kent LA's letters will include an acceptance form a waiting list form and information about how to appeal.

6 March 2012

Schools send welcome letters to parents, and reiterate the need to return acceptances and refusals back to the schools. It is essential that schools reiterate that acceptance/refusals come directly to them promptly.

Offering School Places (cont'd)

19 March 2012

Final date for parents to:

1. make any appeal or
2. request to go on a waiting list (to the LA)

22 March 2012

LA will send complete reallocation lists to schools containing all late applicants and waiting list requests

22 March 2012

Deadline for parents to accept and refuse places with the school. Schools

27 March 2012

Schools send all ranked reallocation lists back and their acceptance and refusals report to the LA.

30 March 2012

Final deadline for schools to send in refusals received since report was sent

Offering School Places (cont'd)

10 April 2012

The LA will offer any vacant places to pupils on the reallocation lists, prioritised in accordance with the published oversubscription criteria. Schools are also sent a list of reallocation offers made and the remainder of their waiting lists.

After 10 April 2012

Schools will take back ownership of their waiting list for the remainder of the reallocation process and are free to make offers. The LA must be informed of every offer as it is made. A mechanism for doing this will be discussed closer to the time. Late applicants must be directed to the LA who will process any applications received on a daily basis. Once late applications have been completed, parents are free to contact schools to join waiting lists.

After 6 July 2012

New applications received will be processed in line with the In Year Admissions arrangements. Schools will send their remaining waiting lists back to the LA and inform them of the current spaces available in each year group.

Offers from waiting lists to out county pupils

Because the duty to coordinate between LA's remains, it is essential that a school wishing to make an offer from their waiting list to an out county pupil must first send this to Kent LA – Kent will inform the neighbouring LA to make the offer to their pupil as all offers must come from the home LA (whilst Kent is keen to delegate this authority to Kent schools on the understanding that KCC is informed at the same time of any offers – other LAs may not appreciate this interpretation of the requirements in the code.

The School Admissions Code

"If a parent has not responded to the offer of a place within a reasonable time, the admission authority **must** remind the parent of the need to respond, within a further seven days, and point out that the place may be withdrawn if they do not." (1.50).

Following reallocation and the process passing to schools, school will need to follow up offers and inform the LA if places are being withdrawn as a result of no acceptance being received.

Waiting Lists

From 10 April 2012 schools will hold waiting lists prioritised in accordance with their oversubscription criteria. *A grammar school can only put children on its waiting list who have been assessed suitable for grammar school through the Kent Test (and/or Dover Test for Dover grammar schools only).*

On 10 April, the waiting list will include:

- Children who named the school on their SCAF, were not offered a place on 1 March *and have asked to be included on the waiting list*
- Children who have applied between the closing date and 19 March, whose details have been sent to the school by the LA.

Waiting list continued

The LA will offer places in those schools with vacancies against their Published Admission Number on **10 April 2012**.

Between **10 April** and **6 July 2012** new applications are processed in line with the Late Application Process and must be made by the LA. Schools can make offers from their waiting lists but copies must be sent to the LA at the same time to ensure records are updated and safeguarding checks can be made.

Appeals

Parents have the right to appeal for any school which refuses them a place.

They can also ask for their child's name to go on a school's waiting list (*provided, if it is a grammar school, that they have been assessed suitable for grammar school*).

Enclosures in the 1 March 2012 decision letter will explain both options.

After 10 **April**, the schools will allocate vacant places to children on the waiting lists, in accordance with oversubscription criteria. Once the school reaches its Published Admission Number it can only admit children as a result of Independent Appeal Panel decisions, or through a Fair Access Protocol.

Appeals continued...

A school which is below its PAN must fill its spaces from the waiting list in priority order until it reaches the PAN. After this, children can only be admitted through the appeal process, or through a Fair Access Protocol.

Parents who gain a place on appeal will need to inform the school they were originally offered that they no longer wish to take up the place. This will ensure that resultant vacancies can be offered to someone else.

Academies

Existing Academies are all-ability schools set up by sponsors from business, faith or voluntary groups, working in partnership with central government. (New Academies need not be sponsored by business and may retain their existing admissions arrangements even if they were formerly grammar schools).

Effectively they are independent schools, but they provide free education.

Their costs are met by the Department for Education and the Secretary of State approves their admission arrangements, as part of their funding agreement.

Academies take part in the LA's Admissions Scheme, and, like maintained schools are subject to the School Admissions Code. They are required to follow the admissions scheme and engage in In Year Fair Access protocols in the same way as any other schools.

IN-YEAR ADMISSIONS

**Kent Pupils to Kent
Schools**

When Parents Contact the School

If the school has more than 5 spaces in the required year, it can give the parent a “Quick Form” for return to the LA’s Admissions Team. If not, it must ask the parent to name the school on an IYCAF for return to the LA’s Admissions Team.

Contacting Schools

When it receives an IYCAF, the LA will pass basic pupil details to all schools named on it within 5 working days.

The schools will need to check current numbers for that year and – if they can offer a place – let the LA know within 5 working days.

Schools are sent a weekly activity report

Allocating a Place

- Within three working days of receiving the last response, the LA will
- Identify the highest available preference.
- Let that school know.
- Make a written offer of the place to the parent.
- If none of the schools can offer, the LA will allocate a place.

Acceptances and Refusals

- Parents will have 10 days to accept the offer.
- If no reply is received, the LA will chase, requiring a response within 7 days.
- When an acceptance is received, the LA will let the school know so that it can send out a welcome pack and confirm a start date.
- If the parent refuses the place and they have a current school the process will end. If they have no current school, the case is passed to Attendance and Behaviour Service.

In Year

Kent Pupils to Out County Schools

Applying

- Kent parents will need to fill in a Kent IYCAF listing any schools they want, including Out County schools. (*Maximum of 3 primary or 4 secondary schools.*)
- Kent will let the LA responsible for any Out County school know about the application within five working days so that they can contact their school(s) for a response.

Making an Offer

- The schools will advise their LA of possible offers. When Kent has all the necessary information it will identify the highest available preference within three days, send an offer letter to the parent.

Acceptances

- The parent will have 10 days to accept the offer by writing to the Kent Admissions Team. If no response is received, Kent will chase for a response within the next 7 days.
- Once Kent has an acceptance it will advise the home LA, which will contact the school and ask it to send a welcome letter and start date to the parent.

In Year

Out County Pupils to Kent Schools

Contact With School

- Out County parents who contact a Kent school will need to be directed to their HOME LA, to follow their own In Year Process.
- That LA will then notify Kent of the request for a Kent school place. Within 5 days of receiving the notification, Kent LA will pass basic details to the Kent school(s) named.

Allocating a Place

- The school(s) will need to check current numbers for that year and – if they can offer a place – let Kent LA know within 5 working days.
- Kent will pass the information on to the home LA, which will identify the highest available preference and make the offer to the parent. When the home LA informs Kent which school is being offered, Kent will let the school know.
- The parent will accept the offer through their home LA, who will advise Kent. Kent will then let the school know so that they can send a welcome pack confirming a start date.

Completing the Process

- When the home LA informs Kent which school is being offered, Kent will let the school know.
- The parent will accept the offer through their home LA, who will advise Kent. Kent will then let the school know so that they can send a welcome pack confirming a start date.

Home to School Transport

Home to school transport is a consideration for many parents of children that are transferring to secondary school.

The criteria to receive home to school transport are that the child must be attending the nearest appropriate school for transport purposes **AND** the distance between the home and school must be more than three miles via the shortest available walking route.

Transport Entitlement

- The list of areas and parishes previously listed under each school entry in the 'Admission to Secondary School' Booklet, have been removed and are no longer relevant from September 2012. Transport will only be provided to the nearest suitable school for transport purposes.
- The admissions and transport policies are entirely separate
- Children will not automatically receive travel assistance to any school that offers them a place.

Transport for children from low income families

- Families that receive the highest level of working tax credit **OR** are entitled to free school meals will receive transport assistance to one of their three nearest appropriate schools that are between 2 to 6 miles away.
- If the child is attending a church school on denominational grounds or their nearest grammar school having been assessed as suitable for grammar school, it must be between 2 to 15 miles of the home address.

Transport Continued..

- Proof of receipt of the relevant benefit will be required.
- Eligibility will be reviewed on an annual basis.
- Children attending grammar school on selective grounds will need to be resident within the selective area of education to qualify*1.
- Children in the Care of Kent LA will also be given the same extended transport provision as is given to children from low income families, as detailed above.

*1Note – at the time of going to print Members are considering extending this provision to children from low income families resident in non selective area also – once decided this will be published accordingly.

Choice Advice

Central government have cut all funding for the Choice Advice Service so this will not be available through the Help Line this year.

Admissions Officers will remain available to support PSAs and FLOs who may be working with vulnerable families supporting them through the application process.

Useful Contacts & Links

Secondary Transfer/PESE Team:

01622 69+ 6137 / 6662 / 6653 / 4058 / 6655

Scheme Co-ordination Team/ Online Admissions:

01622 69+ 6666 / 6652 / 6661 / 6789

kentonlineadmissions@kent.gov.uk

Home to School Transport Team:

01622 69+ 6170 / 6162 / 6651 / 6164 / 4948

homeschooltransport@kent.gov.uk

Admissions and Transport general contacts:

(T) 01622 696565

(F) 01622 696665

kent.admissions@kent.gov.uk

Useful Links:

Kent Admissions pages:

http://www.kent.gov.uk/education_and_learning/school_education/applying_for_a_school_place.aspx

S2S Website:

<http://www.teachernet.gov.uk/management/ims/datatransfers/s2s>