

Local Authority Report
To
The Schools Adjudicator
From

North East Lincolnshire Local Authority

30 June 2017

Report Cleared by: Roz Danks, Head of Education Services and Strategic Lead for Education

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www.gov.uk/government/organisations/office-of-the-schools-adjudicator

Please email your completed report to: osa.team@osa.gsi.gov.uk

Introduction

Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Schools Adjudicator (CA) then includes a summary of these reports in her annual report to the Secretary for State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.23 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other issues. The report **must** be returned to the Office of the Schools Adjudicator by **30 June 2017**.

The questions have been revised for 2017 with the purpose of:

- a) making the information gathered statistically robust and as useful as possible to the local authorities which provide the information; that is: the Office of the Schools Adjudicator (OSA) which receives the information; the Department for Education (DfE) to which the CA provides her annual report; and the children and families for whom the Code is designed to make sure that places are allocated and offered in an open and fair way;
- b) minimising the work required by local authorities in providing information; and
- c) avoiding duplication of effort.

This revised format therefore, in addition to statutory requirements as described in the Code, explores: points raised by local authorities in previous reports and matters which have arisen in the CA's Annual Report and areas of interest to the DfE. If information is already collected elsewhere, such as the number and type of schools and data relating to appeals, then it is not asked for again here but will be available for inclusion in the CA's Annual Report.

Information requested

1. Looked after children and previously looked after children

It is a requirement of the Code that there is information in the local authority's annual report about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children.

- a. How well do admission arrangements in your local authority area serve the interests of looked after children?

Not at all Not well Well Very well

- b. How well do the admission arrangements in other local authority areas serve the interests of your looked after children?

Not at all Not well Well Very well

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

Not at all Not well Well Very well

Please give examples of good or bad practice or difficulties which support your answer and provide any suggestions for improvement:

All North East Lincolnshire schools and academies give first priority in their published oversubscription criteria to looked after children, and previously looked after children, in line with the School Admissions Code.

2. Children with disabilities and children with special educational needs

It is a requirement of the Code that there is information in the local authority's annual report about how admission arrangements in the area of the local authority serve the interests of children with children with disabilities and children with special educational needs.

- a. How well served are children who have disabilities and/or special educational needs who have an education health and care plan or a statement of special educational needs that names a school?

Not at all Not well Well Very well

- b. How well served are children who have disabilities and/or special educational needs who do not have an education health and care plan or a statement of special educational needs?

Not at all Not well Well Very well

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

Children and young people with a statement of special educational needs (SEN) / education, health and care plan (EHCP) where a school / academy is named in Part 4 of the statement / recorded in the plan are given priority prior to the allocation of other children in line with the School Admissions Code.

There are no specific oversubscription criteria for children with special educational needs (who do not have a statement of SEN/ EHCP) in any North East Lincolnshire schools and academies admission policies.

3. Consultation

Paragraph 1.44 of the Code states who needs to be consulted if consultation on admission arrangements is required. The CA has noted that these requirements are not always fulfilled in the arrangements which come to the attention of the OSA and, in particular, consultation with parents is not always as full as it should be. The OSA therefore wishes to get a better understanding of the wider situation and provide examples of good practice.

- a. When did the local authority last consult on its arrangements?

Please provide the year.

2016-2017 for 2018-2019

- b. Please describe the means by which the local authority consulted with parents. Highlight all those means used:

- Committee paper on the local authority's proposals on admissions on the council's website.
- Consultation paper designed for parents on the local authority's proposals on admissions on council's website.
- Request to all schools to provide information on the local authority's consultation on its admission arrangements to parents and providing support to make this possible such as posters, leaflets and links to the relevant information on council's website for the schools' newsletters.
- Request to all early years settings to make information on the local authority's consultation available to parents by providing support to make this possible

such as posters, leaflets and links to the relevant information on the council's website for the settings' newsletters.

Social media (please provide some detail).

Adverts in local press.

Articles in local press.

Posters in supermarkets, doctors' surgeries, early years health centres and similar

Other (please specify)

How confident are you that other admission authorities in your area are consulting parents properly as required by paragraph 1.44a of the Code?	Not at all confident	Many concerns	Few concerns	Completely confident
c. Voluntary aided				N/A
d. Foundation				N/A
e. Academy				x
f. Free				N/A
g. UTC				N/A
h. Studio				N/A

Please give examples of good practice by schools that are their own admission authority. Examples of good practice in consulting with parents whose children are under compulsory school age will be particularly welcome.
In North East Lincolnshire the local authority offers to consult on behalf of all own admission authorities within the area.

4. Pupil, service and early years pupil premiums

Has your local authority consulted for admissions in 2018 on using any of the pupil premiums as an oversubscription criterion in community or voluntary controlled schools?	For entry to reception year	For entry to year 7
a. Pupil premium	No	No
b. Service premium	No	No
c. Early years premium	No	N/A

d. If the local authority consulted on any of the pupil premiums please provide a summary of the responses received: Not applicable

e. If you did not consult on introducing the **pupil premium** please indicate up to three main reasons for not doing so:

- Unsure how it will help social mobility;
- Unsure how it will reduce educational inequality;
- Could displace children living locally to a school;
- Potential transport cost to local authority for local children displaced;
- Some very disadvantaged families do not apply for free school meals and so would be further disadvantaged;
- Feel community needs already well met;
- Would introduce unnecessary complication;
- Lack of capacity; or

i. Other (please explain):

f. If you did not consult on introducing the **service premium** please indicate up to three main reason for not doing so:

- Unsure how it will help social mobility;
- Unsure how it will reduce educational inequality;
- Could displace children living locally to a school;
- Potential transport cost to local authority for local children who might be prevented from being offered a place at their local school;
- Would introduce unnecessary complication;
- Lack of capacity; or
- Other (please

There are no service bases within the local authority area and or close to its boundaries

 explain):

g. If you did not consult on introducing **early years premium** please indicate up to three main reasons for not doing so:

- Application of early years' pupil premium priority for those attending a nursery at the school could unfairly disadvantage those who did not choose to use the nursery at the school;
- Application of early years' pupil premium priority for those attending a nursery at the school could affect the sustainability of other early years' provision;
- Unsure how it will help social mobility;
- Unsure how it will reduce educational inequality;
- Could displace children living locally to a school;
- Potential transport cost to local authority for local children who might be prevented from being offered a place at their local school;
- Some very disadvantaged families do not apply for free school meals and so would be further disadvantaged;
- Feel community needs already well met;
- Would introduce unnecessary complication;
- Lack of capacity; or
- Other (please

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 explain):

How many community or voluntary controlled schools in the local authority area will use pupil premium as an oversubscription criterion for admissions in 2018?	Primary including middle deemed primary	Secondary including middle deemed secondary
h. Pupil premium	0	0
i. Service premium	0	0
j. Early years pupil premium	0	N/A

How many own admission authority schools consulted you on the use of a pupil premium oversubscription criterion for admissions in 2018?	Primary including middle deemed primary			Secondary including middle deemed secondary	
	Early years	Pupil	Service	Pupil	Service
k. Voluntary aided	N/A	N/A	N/A	N/A	N/A
l. Foundation	N/A	N/A	N/A	N/A	N/A
m. Academy	0	0	0	0	0
n. Free	N/A	N/A	N/A	N/A	N/A
o. UTC	N/A	N/A	N/A	N/A	N/A
p. Studio	N/A	N/A	N/A	N/A	N/A

How many own admission authority schools in your area will use one of the premiums as an oversubscription criterion for 2018?	Primary including middle deemed primary			Secondary including middle deemed secondary	
	Early years	Pupil	Service	Pupil	Service
q. Voluntary aided	N/A	N/A	N/A	N/A	N/A
r. Foundation	N/A	N/A	N/A	N/A	N/A
s. Academy	0	0	0	0	0
t. Free	N/A	N/A	N/A	N/A	N/A
u. UTC	N/A	N/A	N/A	N/A	N/A
v. Studio	N/A	N/A	N/A	N/A	N/A

w. Do you have any further comments with regards to the pupil premiums in addition to the above? No

5. Determined arrangements

The OSA has noted that some admission authorities have not determined their arrangements as required by the Code and so seeks further information on this. Paragraph 3.2 of the Code requires local authorities to refer admission arrangements determined by other admission authorities to the Schools Adjudicator if they are of the view that they are unlawful.

- a. On which date did your local authority determine its arrangements for admissions in 2018?

15th February 2017

- b. When were the determined arrangements published on the local authority's website?

23rd February 2017

How many sets of admission arrangements of schools that are their own admission authority were queried directly by your local authority because they were considered not to comply with the Code?	Primary including middle deemed primary	Secondary including middle deemed secondary
c. Voluntary aided	N/A	N/A
d. Foundation	N/A	N/A
e. Academy	0	0
f. Free	N/A	N/A
g. UTC	N/A	N/A
h. Studio	N/A	N/A
i. Overall, in your consideration of the admission arrangements for 2018 determined by other admission authorities, which paragraphs of the Code gave you greatest concern because of possible non-compliance with requirements? Not applicable		

- j. Further comment: please provide any examples or views regarding the determination of admission arrangements that have not been covered above

6. Co-ordination

How well did co-ordination of the main admissions round work?	Not well	A large number of small problems or a major problem	Well with few small problems	Very well
a. Reception				x
b. Year 7				x
c. Other relevant years of entry (Year 3)				x
d. Please give examples to illustrate your answer: There were no issues with the coordination of the 3 main admissions rounds; all own admissions authorities and the two neighbouring authorities all fully cooperated in the coordinated process.				

e. There has been an increase in the number of schools for which the governing body or academy trust is the admission authority. Please describe the effect of this on the admissions system in your area. Having so many own admission authority schools and academies can cause inconsistencies in individual establishments processes which can lead to confusion for parents/carers. This can be due to a variety of factors i.e...: <ul style="list-style-type: none"> • Differing oversubscription criteria • Some schools/academies choosing to admit above PAN, both at normal points of entry and in year, resulting in difficulties for pupil place planning and advising parents/carers of places available • No central coordination or specified requirements in relation to in year admissions results in differing application processes and decision timescales which can be time consuming and frustrating for parents/carers if they have to make more than one application to secure a place • Some own admissions authority schools/academies delay making decisions on in year admissions and / or refuse in year admissions when there are places available • Due to the differing in year processes and timescales parents/carers often have to approach a number of schools/academies and /or the local authority's school admissions service particularly when they are moving into the area • The in year issues can result in children being out of school for longer than should be necessary
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To how many schools of each type does the local authority delegate responsibility for in-year admissions?	Primary including middle deemed primary	Secondary including middle deemed secondary
f. Community	0	0
g. Voluntary controlled	0	0
h. What do you consider to be the advantages and disadvantages of this? North East Lincolnshire Local Authority feels that by coordinating in year admissions for community and voluntary controlled schools, parents/carers have one point have contact, enabling applications to be dealt with quickly and the local authority is able to track pupils moving into the area and keep up to date records of which schools have places.		

For how many schools of each type does the local authority co-ordinate in-year admissions?	Primary including middle deemed primary	Secondary including middle deemed secondary
i. Voluntary aided	N/A	N/A
j. Foundation	N/A	N/A
k. Academy	36/39	2/10

l. Free	N/A	N/A
m. UTC	N/A	N/A
n. Studio	N/A	N/A
<p>o. What do you consider to be the advantages and disadvantages of this? Although, the local authority has not coordinated in year admissions across the whole of the primary or secondary sector since the removal of the statutory duty to coordinate in year admissions, it is known that the removal of such has resulted in parents/carers having to approach both the local authority and / or a number of academies separately, particularly in the secondary sector. This has resulted in inconsistencies i.e. varying timescales on academies acknowledging applications, making formal decisions on applications and facilitating any subsequent appeals which has caused delays in children being out of school when they are new or returning to the area and don't have a school place. This can cause parents/carers to experience frustrations and inconsistencies in the process. Further delays can be caused for those children/young people who are in years 10 and 11 as academies in the area often advise of their inability and or reluctance to offer places due to the potential impact on exam results and or inability to match KS4 courses started elsewhere. Note: The local authority offers a purchasable service level agreement to all academies in respect of the administration of in year school admissions applications.</p>		

7. Appeals

Information on the number of appeals lodged and the proportion upheld is collected separately so this information is not requested again. The information requested below is to add to that information.

	a. How many schools of each type engage the local authority to provide all aspects of the appeals process?		b. How many schools of each type engage the local authority to provide some aspects of the appeals process?	
	Primary including middle deemed primary	Secondary including middle deemed secondary	Primary including middle deemed primary	Secondary including middle deemed secondary
Voluntary aided	N/A	N/A	N/A	N/A
Foundation	N/A	N/A	N/A	N/A
Academy	32/39	3/10	5/39	6/10
Free	N/A	N/A	N/A	N/A
Studio	N/A	N/A	N/A	N/A
UTC	N/A	N/A	N/A	N/A
<p>c. Any comments related to this: The local authority offers service level agreements to all academies in the area offering various level of support from both the school admissions team ie appeal preparation and presentation and legal services in respect of appeals clerking and panel facilitation.</p>				

d. How confident are you that admission appeals for schools which are their own admission authorities meet the requirements of the School Admission Appeals Code?

Not at all confident many doubts a few doubts Very confident

e. Please describe your areas of concern, if any:

f. Please provide examples of good practice which have come to your attention:
Using the same panel members and clerks by own admission schools/academies as those used by the local authority for their appeals enables consistency in the process, timescales involved and in the consistency of advice provided to the panel and their subsequent decision making.

8. Fair Access Protocol

- a. Do you have a Fair Access Protocol agreed with the majority of state-funded mainstream schools in your area?

Yes No

b. If no, please explain why: Not applicable

- c. How many children have been admitted or refused admission under the Fair Access Protocol to each type of school in your area?

Type of School	Number of children admitted		Number of children refused admission	
	Primary aged child	Secondary aged child	Primary aged children	Secondary aged children
Community	0	0	0	N/A
Voluntary controlled	0	N/A	0	N/A
Voluntary aided	N/A	N/A	N/A	N/A
Foundation	N/A	N/A	N/A	N/A
Academy	0	4	0	0
Free	N/A	N/A	N/A	N/A
UTC	N/A	N/A	N/A	N/A
Studio	N/A	N/A	N/A	N/A

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

Not at all Not well Well Very well

- e. Please explain your answer giving examples of good and bad practice; successes and difficulties as appropriate.

In North East Lincolnshire it is expected that the normal in year admissions process is applied before a referral is made to the Fair Access Panel (FAP). This can at times be complex particularly with key stage 4 secondary applications as all of the local authority's secondary schools are academies. Therefore, due to the removal of statutory in year coordination, parents/carers may have to apply, wait for decisions and appeal for a number of schools / academies before the local authority are aware of them; gather relevant information; evidence the unsuccessful applications; and refer them to the FAP. Once referred, the secondary academies are often reluctant to accept children on roll particularly if they feel they have any history of behavioural difficulties (even if they have not been permanently excluded), and / or if they are in key stage 4 and have no and / or differing coursework / subject options or they are in year 11 and may detrimentally affect examination results.

9. Directions

How many directions did the local authority make between 31 March 2016 and 31 March 2017 for children in the local authority area?

	Primary aged children (not looked after)	Primary aged looked after children	Secondary aged children (not looked after)	Secondary aged looked after children

a. Voluntary aided	N/A	N/A	N/A	N/A
b. Foundation	N/A	N/A	N/A	N/A

c. Please add any comment with regard to strengths or difficulties relating to this.
Not applicable

How many directions did the local authority make between 31 March 2016 and 31 March 2017 for looked after children in another local authority area?

	For primary aged child	For secondary aged child
d. Community	0	0
e. Voluntary controlled	0	0
f. Voluntary aided	0	0
g. Foundation	0	0

h. Please add any comment with regard to strengths or difficulties relating to this.
Not applicable

How many requests for directions did the local authority make to the EFA between 31 March 2016 and 31 March 2017?

	For primary aged children (not looked after)	For primary aged looked after children	For secondary aged children (not looked after)	For secondary aged looked after children
i. Academy	0	0	0	0
j. Free	0	0	0	0
k. Studio	N/A	N/A	0	0
l. UTC	N/A	N/A	0	0

m. Please add any comment with regard to strengths or difficulties relating to this.
Not applicable

10. Other matters

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

No

Thank you for completing this template.

Please return to Lisa Short at OSA.Team@osa.gsi.gov.uk by 30 June 2017