



Office of
the Schools
Adjudicator

Local Authority Report

To

The Schools Adjudicator

From

Kensington & Chelsea Local Authority

30 June 2018

Report Cleared by: Ian Heggs, Director for Education

Date submitted: 2nd July 2018

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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 by 30 June 2018 and earlier if possible

Introduction

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

The report to the Secretary of State for 2017 highlighted that at the normal points of admission the main admissions rounds for entry to schools work well. The Chief Adjudicator expressed less confidence that the needs of children who need a place outside the normal admissions rounds were so well met. In order to test this concern, local authorities are therefore asked to differentiate their answers in this year's report between the main admissions round and in year admissions¹. The order of this template for the annual report by local authorities reflects this.

Information requested

1. Normal point of admission

A. Determined arrangements

- i. Please specify the date your local authority determined its arrangements for admissions in 2019 for its voluntary controlled and community schools. Please state if this question is not applicable as there are no voluntary controlled or community schools in the local authority area.

21/02/2018

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

05/03/2018

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

Not applicable None Minority Majority All

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

	Primary including middle deemed primary	Secondary including middle deemed secondary	All through
iv. 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?	0	0	0
v. If, when you considered arrangements for own admission authority schools for 2019, you had any concerns about Code compliance, please indicate which paragraphs of the Code you thought were mainly being breached.			
vi. Further comment: please provide any comments on the determination of admission arrangements not covered above.			

B. Co-ordination

- i. Provision of rankings: what proportion of own admission authority schools provided their rankings correctly undertaken by the agreed date?

Not applicable None Minority Majority All

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
ii. Reception			X	
iii. Year 7			X	
iv. Other relevant years of entry			X	
v. Please give examples to illustrate your answer: We implemented new software which allows school to rank using live data on our system. Generally the process worked very well, with a small number of schools struggling with the new software and requiring additional support.				

C. Looked after and previously looked after children

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

In accordance with the School Admission Code, all Kensington & Chelsea (RBKC) schools give top priority to children in care. This is stated in the determined admission arrangements for community schools. All own admission authority school admission arrangements have been scrutinised by local authority officers and the relevant diocese for compliance and we can confirm that all policies clearly state children in care as the top priority in relation to oversubscription criteria.

Due to the letter issued by the DfE, some schools raised queries this year with regards to children adopted from overseas who were never 'looked after' under the UK system. We advised to continue with the definition that is in the School Admissions Code.

D. Special educational needs and disabilities

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

All schools are compliant with the requirement for the placement of children with an SEN statement or an EHC plan.

For children without a statement or EHC plan, many schools have an 'exceptional needs' criterion whereby parents can submit supporting information with their application for consideration by the admission authority. If the exceptional needs criterion is applied then the child has a higher priority on the ranked list.

2. In year admissions

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

i.	Primary aged children	Secondary aged children
Number of in year admissions between 1/9/17 and 31/3/18	1097	672 (an additional school joined in-year coordination)
Number of in year admissions between 1/9/16 and 31/8/17	1142	449
The reasons for children seeking in year admission will vary across the country. What do you consider to be the main reasons in your area?	New arrivals to the area from abroad School to school transfer	School to school transfer New arrivals to the area from abroad

ii. The Code requires the setting of a published admission number (PAN) for each normal year of entry. In the annual reports for 2017 several local authorities referred to problems in relation to in year admissions when schools which are their own admission authority refuse to admit applicants even if the year group concerned contains fewer children than the relevant PAN suggested could be accommodated. This was referred to sometimes as 'capping' in-year admissions and local authorities observed that it reduced the number of places available below that anticipated by the local authority. Please comment on your experience as a local authority.

Some admission authorities consider that the PAN only applies to the normal year of entry (eg. Year 7 in secondary school), and when vacancies arise in higher year groups they are reluctant to fill them.

B. Co-ordination of in year admissions

i. To what proportion of community and voluntary controlled schools does the local authority delegate responsibility for in year admissions?

- a) Primary: Not applicable None Minority Majority All
b) Secondary: Not applicable None Minority Majority All
c) All-through: Not applicable None Minority Majority All

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

In-year admissions for all community schools are coordinated by the LAs Admissions Team. The advantages are the elimination of duplicate offers and more importantly, safeguarding and ensuring children without a school are registered with the LA until they are on roll of a school

Disadvantages are the few school that do not participate make offers to children that we are also processing applications for via the in-year coordinated route. These schools do not always notify us in a timely manner which is not resourceful.

However, as we have in place a robust Starters and Leavers system to meet the CME regulations, we do find out that a child has been placed on a school roll of a non-participating school via this route. The key is for all schools to be held accountable in Ofsted inspections by providing evidence that they meet this legal requirement.

ii. For what proportion of own admission authority schools does the local authority co-ordinate in year admissions?

- a) Primary: Not applicable None Minority Majority All
b) Secondary: Not applicable None Minority Majority All
c) All-through: Not applicable None minority Majority All

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

In-year admissions for all community schools, and the majority of VA, Academy and Free Schools are coordinated by the LAs Admissions Team. The advantages are the elimination of duplicate offers and more importantly, safeguarding and ensuring children without a school are registered with the LA until they are on roll of a school.

C. Looked after children and previously looked after children

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

- Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

D. Children with disabilities and children with special educational needs

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

Not at all Not well Well Very well Not applicable

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

Not at all Not well Well Very well Not applicable

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

All schools are compliant with the requirement for the placement of children with an SEN statement or an EHC plan.

For children without a statement or EHC plan, the mechanisms of the fair access protocol ensures that the placement of children is managed in a fair and transparent way without unnecessary delays.

E. Other children

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

Not at all Not well Well Very well Not applicable

ii. Paragraph 3.12 of the Code - several local authorities referred to paragraph 3.12 in their annual report for 2017 stating that this was being used “*inappropriately*” by some admission authorities. Please could you comment on your experience as a local authority:

This practice could be minimised by reviewing the wording in the local fair access protocol to ensure clear definitions of challenging behaviour.

3. Fair Access Protocol

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

- Yes for primary
 Yes for secondary

B. If you have not been able to tick both boxes above, please explain why:

C. How many children have been admitted or refused admission under the Fair Access Protocol to schools in your area between 31 March 2017 and 31 March 2018?

Type of School	Number of children admitted		Number of children refused admission	
	Primary aged child	Secondary aged child	Primary aged children	Secondary aged children
Community and voluntary controlled	2	0	0	0
Own admission authority schools	2	7	0	0
Total	4	7	0	0

D. If a number of children have not secured school places following the use of the protocol, please indicate what provision is made for these children.

N/A

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

Not at all Not well Well Very well Not applicable

F. Please explain your answer giving examples of good and poor practice, successes and difficulties as appropriate.

4. Directions

A. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for children in the local authority area?

	Primary aged children (not looked after)	Primary aged looked after children	Secondary aged children (not looked after)	Secondary aged looked after children
Voluntary aided or foundation	0	0	0	0

B. Please add any comments on the authority's experiences of making directions.

C. How many directions did the local authority make between 31 March 2017 and 31 March 2018 for a maintained school in another local authority area to admit a looked after child?

For primary aged children	For secondary aged children
0	0

D. Please add any comments on the authority's experiences of making directions.

E.	How many requests to the ESFA to direct an academy to admit a child did the local authority	How many children were admitted to school as a result of the request for a direction by the local authority to	How many requests were outstanding as at 31 March 2018?

	make between 31 March 2017 and 31 March 2018?	the ESFA between 31 March 2017 and 31 March 2018?	
For primary aged children (not looked after)	0	0	0
For primary aged looked after children	0	0	0
For secondary aged children (not looked after)	0	0	0
For secondary aged looked after children	0	0	0
F. Please add any comments on the authority's experiences of requesting directions.			

G. Any other comments on the admission of children in year.

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

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

B.		How many own admission authority schools in your area will use one of the premiums as an oversubscription criterion for 2019?	Total number of own admission authority schools using at least one of the premiums in their oversubscription criteria for 2019
Primary including middle deemed primary	Early years	1	1
	Pupil	1	
	Service	1	
Secondary including middle deemed secondary	Pupil	0	0
	Service	0	
All through	Early years	0	0
	Pupil	0	
	Service	0	
C. Do you have any further comments on the use of premiums?			

6. Electively home educated children

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

50

B. Any comments to make relating to admissions and children electively home educated?

When a family remove their child from a school to home educate, if this arrangement fails within 6 months, we would like to see the default option being that the child returns to the same school – unless there are exceptional circumstances. Some families will remove their child from a school to 'EHE' in the know that they can then can gain admission to another school via the LAs fair access route. With RBKC only having 6 secondary schools, all of which are very popular, naming another school would mean disadvantaging other children on waiting lists.

7. Other matters

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

8. Feedback on the Local Authority Report template

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

Asking for stats from March to March is generally harder to compile, as our data is recorded based on academic year.

Thank you for completing this template.

Please return to Lisa Short at OSA.Team@osa.gsi.gov.uk by 30 June 2018