



Office of  
the Schools  
Adjudicator

**LOCAL AUTHORITY REPORT  
TO  
THE SCHOOLS ADJUDICATOR  
FROM  
WANDSWORTH BOROUGH COUNCIL**

**30 JUNE 2018**

**Report Cleared by: Kate Bond**  
**Assistant Director - Education, Performance & Planning**

**Date submitted: 6 July 2018**

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**[www.gov.uk/government/organisations/office-of-the-schools-adjudicator](http://www.gov.uk/government/organisations/office-of-the-schools-adjudicator)**

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

## Introduction

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

The report to the Secretary of State for 2017 highlighted that at the normal points of admission the main admissions rounds for entry to schools work well. The Chief Adjudicator expressed less confidence that the needs of children who need a place outside the normal admissions rounds were so well met. In order to test this concern, local authorities are therefore asked to differentiate their answers in this year's report between the main admissions round and in year admissions<sup>1</sup>. 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.

**12/02/2018**

- 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.

**15/03/2018**

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

Not applicable    None    Minority    Majority    All

<sup>1</sup> 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?   | <b>None at determination stage (see vi below)</b> | <b>None at determination stage (see vi below)</b> | <b>N/A</b>  |
| <p>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.</p> <p><b>See vi below.</b></p>   |   |   |             |
| <p>vi. Further comment: please provide any comments on the determination of admission arrangements not covered above.</p> <p><b>LA guidance on the consultation and determination process is issued annually to all own admission authority schools.</b></p> <p><b>As in previous years, the LA has provided specific advice to individual admission authorities on a number of different issues, often arising from proposed changes. This has mainly been around clarity of arrangements and definitions but has also included specific advice around the consultation and determination process, waiting lists, increases and decreases in PAN, arrangements for bi-lingual classes, specialist place, faith criteria, exceptional medical/social priority, sibling criteria, children of staff and faith criteria.</b></p> <p><b>In recent years, particular support has been provided to new schools and academy converters in formulating admission arrangements.</b></p> |   |   |             |

## **B. Co-ordination**

- i. Provision of rankings: what proportion of own admission authority (OAA) 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   |          |   |                              | Y         |
| iii. Year 7   |          |   |                              | Y         |
| iv. Other relevant years of entry                             |          |   |                              | Y         |

v. Please give examples to illustrate your answer:

- **A simpler system for parents to understand**
  - **Common closing dates and offer date**
  - **One form/online application**
  - **One offer of school place on National Offer Day thereby increasing offer of preferred school to more families**
  - **LA Admissions Team as main point of contact.**
- **Close partnership working with all state funded schools and the LA**
  - **Co-operation of all schools**
  - **Open accountability for own admission authority schools including quality assurance of ranked application lists. All late submissions and queries were resolved in good-time ahead of pan-London deadlines for submission.**
  - **LA continues to administer waiting lists from National Offer Day to 31 August with school input where necessary eg faith or medical/social applications.**
- **Inter LA working**
  - **A prime example of close working between LAs on a regional basis leading to the development of the Pan London Admissions Hub and London Eadmissions Portal.**

**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:

**As required by the Admissions Code, looked after children and previous looked after children have first priority in the published admission criteria of maintained schools and academies. In the main managed rounds (Reception and Secondary Transfer), this has served the interests of LAC and previous LAC very well. All have been offered their first preference school.**

**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.

**Pupils with an EHCP or statement of SEN are not considered under the mainstream admissions process and are covered by separate legislation. Six of Wandsworth's seven special schools are judged outstanding or good by Ofsted. There are also 18 resource bases, meaning that overall children are extremely well served in terms of admissions options. Mainstream schools and standalone academies accept statemented children readily where they can demonstrably meet their needs but there are some difficulties placing children in academies run by larger chains.**

**For children who have disabilities and/or special educational needs but who do not have an education health and care plan or a statement of special educational needs, most admission authorities have an exceptional social/medical need criterion if there is an exceptional need to attend a particular school.**

## 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 |
|---|---|-------------------------|
| i. Number of in year admissions between 1/9/17 and 31/3/18  | <b>1320 applications</b>  | <b>525 applications</b> |
| ii. Number of in year admissions between 1/9/16 and 31/8/17   | <b>1747 applications</b>  | <b>757 applications</b> |
| iii. 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? | <b>The main source of in year admission requests is children moving address within the borough, from other areas and from abroad.</b> |                         |

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.

**Within the area it has been agreed with a small number of schools to cap admissions to a lower number within certain year groups where roll numbers have been particularly low. This has generally been done with the agreement of the LA where is sufficient remaining capacity in other local schools. This has assisted schools with budgetry constraints.**

**In isolated cases, heavily undersubscribed own admission authority secondary schools have capped admissions at a lower level in certain year groups without first notifying or discussing the matter with the LA. This has not caused an issue in sufficiency of places but can cause communication difficulties with parents or their general understanding of the process.**

**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

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)?

**Wandsworth continues to operate a centralised application system so parents need only make one application. Where it is not possible to offer a preferred school, applicants will be offered an alternative school or advised of schools with vacancies as appropriate.**

**This has been effective in seeking to ensure that all children changing schools or moving into the area can secure a school place. Following on from statutory co-ordination, it has enabled the monitoring and tracking of applications in order to safeguard pupils at a time when they can be most vulnerable to missing education.**

**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:

**As required by the Admissions Code, looked after children and previous looked after children have first priority in the published admission criteria of maintained schools and academies. This has served the interests of LAC and previous LAC well.**

**It would be helpful to have clarity within the Admissions Code, around the expectation that schools should admit LAC and previous LAC over number where they are the preferred school.**

**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:

**See 1 D (iii) above**

**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 has not been our general experience. Isolated, individual cases have been resolved via discussion with the school or via the fair access protocol where appropriate.**

### 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:

**N/A**

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 | <b>3</b>                    | <b>4</b>             | <b>0</b>                             | <b>0</b>                |
| Own admission authority schools    | <b>3</b>                    | <b>6</b>             | <b>0</b>                             | <b>0</b>                |
| <b>Total</b>                       | <b>6</b>                    | <b>10</b>            | <b>0</b>                             | <b>0</b>                |

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.

**Wandsworth LA co-ordinates the secondary phase in-year fair access protocol through the Wandsworth Improving Behaviour & Attendance Partnership which includes representation from all secondary schools, the secondary PRU and officers from the LA Inclusion Service. There is generally a good level of engagement by schools and very few cases are discussed at meetings as work to place pupils is conducted between times as an early intervention to prevent drift and delay. This is also effective as not all schools attend partnership meetings on a regular basis.**

**A revised primary in-year fair access process has been agreed with schools for 2017-18 to improve admissions for hard to place children and ensure that such children are admitted equitably across schools. Fair Access Panel members are drawn from headteacher nominations together with representatives from the Primary PRU and LA Inclusion Service and Pupil Services section. As with the secondary protocol, there is good level of engagement from schools. All cases were resolved without the need for a Panel to formally meet..**

**A challenge in both primary and secondary phases lies in ensuring the system is equitable and fair with all schools participating fully in the process.**

#### 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 | <b>0</b>                                 | <b>0</b>                           | <b>0</b>                                   | <b>0</b>                             |

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

**The LA will only use direction as a last resort once all other avenues have been exhausted. It is a strength of the local admissions system and the**

|  |                             |
|--|-----------------------------|
| <b>partnership with schools that this has rarely been necessary in recent years. No schools were directed to admit pupils during this time period.</b>                             |                             |
| 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 |
| <b>0</b>   | <b>0</b>                    |
| D. Please add any comments on the authority's experiences of making directions.  |                             |
| <b>N/A</b>   |                             |

|   |   |  |   |
|---|---|--|---|
| E.  | How many requests to the ESFA to direct an academy to admit a child did the local authority make between 31 March 2017 and 31 March 2018? | How many children were admitted to school as a result of the request for a direction by the local authority to the ESFA between 31 March 2017 and 31 March 2018? | How many requests were outstanding as at 31 March 2018? |
| For primary aged children (not looked after)  | <b>0</b>  | <b>0</b>   | <b>0</b>  |
| For primary aged looked after children  | <b>0</b>  | <b>0</b>   | <b>0</b>  |
| For secondary aged children (not looked after)                                      | <b>0</b>  | <b>0</b>   | <b>0</b>  |
| For secondary aged looked after children  | <b>0</b>  | <b>0</b>   | <b>0</b>  |
| F. Please add any comments on the authority's experiences of requesting directions. |   |  |   |
| <b>N/A</b>  |   |  |   |

## 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 over subscription criteria for 2019 |     |
|---|---|---|-----|
| Primary including middle deemed primary     | Early years   | 0   | 1   |
|   | Pupil   | 1   |     |
|   | Service   | 0   |     |
| Secondary including middle deemed secondary | Pupil   | 0   | 0   |
|   | Service   | 0   |     |
| All through                                 | Early years   | N/A   | N/A |
|   | Pupil   | N/A   |     |
|   | Service   | N/A   |     |

C. Do you have any further comments on the use of premiums?

**It is felt that the provisions within paragraph 2.18 of the Code are sufficient to address any disadvantage without the need to give additional priority to such applicants at the expense of more local families**

## 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?

114

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

**None**

## 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?

**None**

## 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.

**None**

Thank you for completing this template.

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