



Office of
the Schools
Adjudicator

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

30 JUNE 2020

**Report Cleared by: Ana Popovici,
Director of Children's Services**

**Date submitted: 30 June 2019
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www.gov.uk/government/organisations/office-of-the-schools-adjudicator

**Please email your completed report to: osa.team@schoolsadjudicator.gov.uk
by 30 June 2020 and earlier if possible**

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Introduction and guidance on completing the report

1. 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 matters. The report **must** be returned to the Office of the Schools Adjudicator by **30 June 2020**.
2. Please note that the specified date for returning this form by 30 June is a Code requirement; this is why some data are asked for by financial year.
3. In this template we would be grateful if local authorities would:
 - a. follow the approach used in statutory provisions and in the Department for Education Statistical First Release¹ and the Education Middle School (England) Regulations 2002², and
 - b. note that we no longer use the term “own admission authority schools” to mean those schools for which the local authority is not the admission authority (that is foundation, voluntary aided and academy schools). This is because a large number of arrangements are now determined by multi-academy trusts. We will therefore refer to ‘schools for which the local authority is not the admission authority’.

Local authorities are, of course, free to comment on any other matters not specifically addressed in this template if they wish to do so under section 6. The views expressed by local authorities in previous years also remain a matter of public record.

4. We are making very few changes to the questions this year. We have changed the wording slightly in Section 1B. We have made some small changes to the questions and tables asking for information about numbers of in-year admissions in section 2A. We have done this because we understand that local authorities may not always know about all such admissions. We have also split the table in Section 2A into two separate tables dealing respectively with primary and secondary aged pupils. Following the responses from local authorities, we have decided to go ahead with a change in the way questions asking about proportions of schools collect this information.
5. We continue to ask about the use of the premiums in admission arrangements but have provided further guidance on this in footnote 13. In particular, we ask local authorities to include in their responses schools using part of any of the

¹ [Department for Education Statistical First Release](#)

² [The Education Middle School \(England\) Regulations 2002](#)

premiums (such as free school meals eligibility). Please consider this footnote before answering the questions on this matter.

Information requested

Section 1 - Normal point of admission

A. Determined arrangements

- i. Please give the date your local authority determined arrangements for admission in 2021 to its voluntary controlled and community schools.

25/02/2020

- a. This local authority has no community or voluntary controlled primary schools (please tick box if this applies)
- b. This local authority has no community or voluntary controlled secondary schools (please tick box if this applies)

- ii. Please specify the date the determined arrangements for voluntary controlled and community schools were published on the local authority's website.

15/03/2020

- iii. Please provide a link to where the admission arrangements can be viewed on the local authority's website on publication.

www.wandsworth.gov.uk/admissions

- iv. What proportion of arrangements for schools for which the local authority is not the admission authority was provided to the local authority by 15 March 2020?

None 1% to 33% 34% to 66% 67% to 99% All

	Primary	Secondary
v. How many sets of determined admission arrangements of schools for which the local authority is not the admission authority were queried directly by your local authority because they	None at determination stage (see vi below)	None at determination stage (see vi below)

were considered not to comply with the Code?		
<p>vi. Please provide any comments on the determination of admission arrangements not covered above.</p> <p>LA guidance on the consultation and determination process is issued annually to all own admission authority schools.</p> <p>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.</p> <p>In recent years, particular support has been provided to new schools and academy converters in formulating admission arrangements.</p>		

B. Co-ordination

i. Provision of rankings:

a. What proportion of schools for which the local authority is not the admission authority provide you with rankings by the correct date?

None 1% to 33% 34% to 66% 67% to 99% All

b. Do you check these rankings in all cases?

Yes No Where information to check is available

c. If 'yes', what proportion are correctly ranked?

None 1% to 33% 34% to 66% 67% to 99% All

d. Do you rank preferences for schools for which the local authority is not the admission authority?

Yes No

e. Does the local authority charge schools for providing rank preferences?

Yes No

ii. Please provide any comments you wish to make in respect of provision of rankings:

The LA carries out checks on all own admission authority (OAA) schools ranked applicant lists to ensure, as far as possible, that lists are ordered in accordance with admission criteria. This can be limited by certain factors, eg where priority has been given under faith criteria or other information which is collected on the school’s SIF only. However, it ensures, for instance, that appropriate tiebreakers are applied (eg distance) and provides a further audit of ranking to minimise errors after internal school checks.

The LA also ranks the lists for a small number of OAA schools. This is often for academy converters in the first year of conversion or new schools.

Detailed procedural guidance on ranking is given to all OAA schools as well as individual support as required.

iii. 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
Reception				Y
Year 7				Y
Other relevant years of entry				Y

iv. 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 does the admissions system 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 applicable³

ii. How well do the admissions systems in other local authority areas serve the interests of children looked after by your local authority at **normal points of admission**?

Not at all Not well Well Very well Not applicable³

iii. How well does your admissions system serve the interests of children who are looked after by other local authorities but educated in your area at **normal points of admission**?

Not at all Not well Well Very well Not applicable³

iv. How well does the admissions system 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 applicable³

v. Priority in admission arrangements for 2021 for adopted children previously in care abroad.

a. Do the arrangements for any **community or voluntary controlled primary** schools include this priority for 2021? Yes No

If yes please provide the number of community or voluntary controlled primary schools that include this priority.⁴

N/A

b. Do the arrangements for any **community or voluntary controlled secondary** schools include this priority for 2021? Yes No

³ 'Not applicable' will only be appropriate if there are no children falling within this definition.

⁴ Please ensure your answer is written in numerical form.

If yes please provide the number of community or voluntary controlled secondary schools that include this priority.⁴

N/A

- c. Do the arrangements for any primary schools for which the local authority is **not the admission authority** include this priority for 2021?
 Yes No

If yes please provide the number of primary schools for which the local authority is **not the admission authority** that include this priority.⁴

N/A

- d. Do the arrangements for any secondary schools for which the local authority is **not the admission authority** include this priority for 2021?
 Yes No

If yes please provide the number of secondary schools for which the local authority is **not the admission authority** that include this priority.⁴

N/A

e. Please comment on the use of a priority in admission arrangements for a child adopted who was previously in care abroad if you wish.

N/A

- vi. Please give any examples of good or poor practice or difficulties which exemplify your answers about the admission to schools of looked after and previously looked after children at the **normal points of admission**:

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. Please provide any comments you wish to make on the admission of children with special educational needs and/or disabilities at the normal points of admission:

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.

Section 2 - In-year⁵ admissions

A. The number of in-year admissions

- i. Please complete the following table giving the number of **in-year admissions** to primary schools in your local authority area that you are aware of.

	Primary aged children
Number of in-year admissions between 1/9/18 and 31/8/19	1847 applications

- ii. Do you consider this figure represents all such admissions?

Yes No

- iii. If you do not consider the figure represents all such admissions is this for one or more of the following reasons (tick boxes as appropriate) because:

- schools with other admission authorities are not complying with the requirement in paragraph 2.22 of the Code to notify the local authority of applications for places and the outcome;
- the local authority does not use the information provided by schools with other admission authorities to collect the numbers of in-year admissions; and/or

- other? (please specify)

- iv. Please complete the following table giving the number of **in-year admissions** to secondary schools in your local authority area that you are aware of.

	Secondary aged children
Number of in-year admissions between 1/9/18 and 31/8/19	924 applications

- v. Do you consider this figure represents all such admissions?

Yes No

- vi. If you do not consider the figure represents all such admissions is this for one or more of the following reasons (tick boxes as appropriate) because:

⁵ 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 after the end of the statutory waiting list period (ie 31 December) in normal years of admission.

- schools with other admission authorities are not complying with paragraph 2.22 of the Code;
- the local authority does not use the information provided by schools with other admission authorities to collate the numbers of in-year admissions; and/or
- other? (please specify)

B Co-ordination of in-year admissions

i. To what proportion of community and voluntary controlled schools did the local authority delegate responsibility for **in-year admissions** in the academic year 2019/20?

a) Primary:

- Not applicable⁷ None 1% to 33% 34% to 66% 67% to 99% All

b) Secondary:

- Not applicable⁷ None 1% to 33% 34% to 66% 67% to 99% All

ii. For what proportion of schools for which the local authority is not the admission authority does the local authority co-ordinate **in-year admissions**?

a) Primary: None 1% to 33% 34% to 66% 67% to 99% All

b) Secondary: None 1% to 33% 34% to 66% 67% to 99% All

iii. Please provide any comments on the co-ordination of **in year admissions** if you wish.

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 does the **in-year admissions** system serve children who are looked after by your local authority and who are being educated in your area?

Not at all Not well Well Very well Not applicable⁶

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

Not at all Not well Well Very well Not applicable⁶

- iii. How well does your **in-year admissions** system serve the interests of children who are looked after by other local authorities but educated in your area?

Not at all Not well Well Very well Not applicable⁶

- iv. How well does your **in-year admissions** system serve the interests of previously looked after children?

Not at all Not well Well Very well Not applicable⁶

v. Please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for looked after and previously looked after children:

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 special educational needs and/or disabilities

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

⁶ 'Not applicable' will only be appropriate if there are no children falling within this definition.

Not at all Not well Well Very well Not applicable⁷

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

Not at all Not well Well Very well Don't know

- iii. Please give examples of good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for children with special educational needs and/or disabilities:

See 1(D) above

E Other children⁸

- i. How well served are other children when they need a new school place **in-year**?

Not at all Not well Well Very well Don't know

- ii. Please provide any comments you wish to make about **in-year admissions** in respect of other children:

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.

F Fair access protocol

- i. Has your fair access protocol been agreed⁹ with the majority of state-funded mainstream schools in your area?

Yes for primary

⁷ 'Not applicable' will only be appropriate if there are no children falling within this definition.

⁸ Other children are those not looked after, previously looked after or with special educational needs and/or disabilities.

⁹ An existing protocol remains binding on all schools up until the point at which a new one is adopted.

Yes for secondary

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

iii. How many children were admitted to schools in your area under the fair access protocol between 1 September 2018 and 31 August 2019?

Type of school	Number of children admitted	
	Primary aged children	Secondary aged children
Community and voluntary controlled	4	17
Foundation, voluntary aided and academies	2	92
Total	6	109

iv. 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 applicable¹⁰

Please make any relevant comment on the protocol not covered above.

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 was introduced from 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. Four of the six cases were resolved without the need for a Panel to formally meet.

¹⁰ 'Not applicable' would mean that there were no hard to place children for which the protocol was required.

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.

G. Any other comments on the admission of children **in-year** not previously raised.

None

Section 3 - Directions¹¹

A. How many directions did the local authority make between 1 April 2019 and 31 March 2020 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 in these circumstances. 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 partnership with schools that this has rarely been necessary in recent years. No schools were directed to admit pupils during this time period.				

C. How many directions did the local authority make between 1 April 2019 and 31 March 2020 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 in these circumstances. N/A	

¹¹ The term 'direction' refers to a final direction to admit and not a 'minded to direct' letter.

E.	Primary aged children (not looked after)	Primary aged looked after children	Secondary aged children (not looked after)	Secondary aged looked after children
How many requests to the ESFA to direct an academy to admit a child did the local authority make between 1 April 2019 and 31 March 2020?	0	0	0	0
How many children were admitted to an academy school as a result of the request for a direction by the local authority to the ESFA between 1 April 2019 and 31 March 2020?	0	0	0	0
How many requests were outstanding as at 31 March 2020?	0	0	0	0
<p>F. Please add any comments on the authority's experiences of requesting directions in these circumstances.</p> <p style="text-align: center;">N/A</p>				

Section 4 - Pupil, service and early years pupil premiums (the premiums)¹²

A. How many community or voluntary controlled schools in the local authority area will use each premium as an oversubscription criterion (including the tiebreaker) for admissions in 2021?	Primary	Secondary ¹³ <u>Including all</u> through <u>excluding</u> grammar	Grammar ¹⁴
Early years pupil premium	0	N/A	N/A
Pupil premium	0	0	0
Service premium	0	0	0
Total number of schools using at least one premium in their oversubscription criteria	0	0	0

B. How many schools for which the local authority is NOT the admission authority in your area will use each premium as an oversubscription criterion (including the tiebreaker) for 2021?	Primary	Secondary ¹⁴ <u>Including all</u> through <u>excluding</u> grammar	Grammar ¹⁴
Early years pupil premium	0	N/A	N/A
Pupil premium	2	0	N/A
Service premium	0	0	N/A
Total number of schools using at least one premium in their oversubscription criteria	2	0	N/A

¹² Please include in these figures all schools whose arrangements give priority on the basis of eligibility for one or more of the premiums or part thereof except where the only sub-group is looked after and previously looked after children as all schools must give first priority to these children.

Admission authorities can limit priority to specific sub-groups of those who attract a premium. Examples are:

- children of parents who are currently serving in the UK regular armed forces (rather than all children who attract the service premium); or
- children who are eligible for free school meals at the time of application (rather than all children who attract the pupil premium).

If such sub-groups have priority at any point within the oversubscription criteria, they should be included in the totals for this table even if there is no specific use of the terms, 'pupil premium,' 'early years premium' or 'service premium' in the arrangements. Paragraphs 1.39A and 1.39B of the Code provide the relevant exceptions to paragraph 1.9f (which prohibits giving a priority to a child according to the occupational or financial status of parents applying).

¹³ Do not include use in post 16 arrangements

Section 5 - Electively home educated children

A. How many children were recorded as being electively home educated in the local authority area on 30 March 2020?

B. Any comments to make relating to admissions and children electively home educated that you have not previously raised?

None

Section 6 - 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

Section 7 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2021.

None

Thank you for completing this template.

Please return to Lisa Short at OSA.Team@schoolsadjudicator.gov.uk by 30 June 2020