

**Local Authority Report**

to

**The Schools Adjudicator**

from

**Nottingham City Local Authority**

to be provided by

**31 October 2023**

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**Please email your completed report to:** [**Office of the Schools Adjudicator**](mailto:osa.team@schoolsadjudicator.gov.uk) **by 31 October 2023 and earlier if possible**

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**Introduction**

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 of State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.30 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. Paragraphs 6 and 3.30 of the Code require that each local authority publish its report locally.
2. **This year’s report must cover the 2022/2023 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2023.**
3. Please note that, in response to feedback on the draft template, changes have been made to section 2C of this template.
4. Please also note that the OSA and Department for Education are planning a small project to ensure that the report is as useful as possible to local authorities, the OSA, DfE and others. As a result of this, there are likely to be changes made to the template for the 2023/2024 academic year.

**Guidance on completing the template**

1. We have included all the guidance on completing specific parts of the template in this section. There is no requirement for local authorities to include the introduction and the guidance in their published reports, but they are free to do so if they wish.
2. We should be grateful if in completing questions which ask for information about primary and secondary schools and/or pupils, local authorities would follow the approach to classification of schools used in statutory provisions and in the Department for Education Statistical First Release[[1]](#footnote-2) and the Education Middle School (England) Regulations 2002[[2]](#footnote-3).
3. Guidance on specific questions and/or meaning of specific terms in this report:
   1. “in-year admissions”: This means admissions (that is children admitted to a school and not applications for places):
4. at the start of any school year to a year group 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
5. after the end of the statutory waiting list period (31 December) to a year group which is a normal year of admission for the schools concerned (such as Year R and Year 7).
   1. Not applicable means at questions:
6. Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.
7. Section 2: Ai - iv that there were no children falling within the relevant definition.
8. Section 2: B.i. that there were no children falling within the relevant definition.
9. Section 2: C.v. that there were no children falling within the relevant definition.
10. We welcome all comments that local authorities make in the comment boxes and we aim to reflect those comments in the Annual Report, but we ask for the comments to be entered under the right headings. Section 3 invites comment on any other matters not specifically addressed in this template if local authorities wish to do so. The views expressed in previous years also remain a matter of public record.
11. We ask that where possible, you return the template in Word instead of PDF formatting. A number of you have commented on the formatting of the template and we have tried to make it as accessible as possible, but we are aware that some local authorities use different versions of Word.

**Information requested**

# [Section 1 - Normal points of admission](#Text69)

## Co-ordination

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| i. 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 |  |  |  | √ |
| Year 7 |  |  | √ |  |
| Other relevant years of entry |  |  |  | √ |

|  |
| --- |
| 1. Please give examples to illustrate your answer if you wish:   Our coordinated rounds went very well, particularly in primary phase which saw all children receive an offer of a school place and over 98% receiving their first or second preference which was an increase on the year prior.   The reason I suggest the Year 7 intake was more challenging is due to the pressure on school places meaning that whilst we were able to offer a school place for all those that applied on time, we have been left with challenges placing those that applied late. We continue to work with the schools in our area but due to all secondary schools being academies, it is slightly more challenging when looking to increase capacity to cater for the demand.  In addition, we continue to have issues with OAA’s adhering to timescales, making decisions and sharing information. We have created a new system for information sharing and have asked for updates weekly which by large has been adopted across the city, though we continue to have issues with some OAA’s not engaging at all leaving gaps in our data. |

## Looked after and previously looked after children

1. How 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 applicable

* + 1. How 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 applicable

* + 1. How 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 applicable

* + 1. How 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 applicable

|  |
| --- |
| v. If you wish, please give examples of any good or poor practice or difficulties which exemplify your answers about the admission to schools of looked after and previously looked after children at **normal points of admission**:  ***Virtual School Head comment:*** *admission to schools for looked after and previously looked after children at normal points of admission tends to work well, so long as the child’s care status is included on the application for a school place. Most ‘outstanding’ and ‘good’ schools get more applications than school places available, it is therefore essential social workers/ carers include the child’s care status on applications so they are given priority.* |

## Special educational needs and/or disabilities

|  |
| --- |
| Please provide any comments you wish to make on the admission of children with special educational needs and/or disabilities at normal points of admission:.  Within the 2022/23 Academic year, 98% of pupils with Education Health and Care Plans, were notified of their secondary placement by the statutory deadline of 15th February 2023. There were no pupils with an EHCP transitioning into Foundation Stage 2 during this academic year. There is a high risk that performance within this area will reduce without significant investment into The SEND Service. The demand has increased by over 200% since 2015, and specialist school capacity is low meaning that transitional placements into mainstream schools are taking longer and more resources to secure and plan. |

# Section 2 - In-year admissions

## **Looked after children and previously looked after children**

1. How does the **in-year admission** 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 applicable

1. How does 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 applicable

1. How does the **in-year admission** 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 applicable

1. How does your **in-year admission** system serve the interests of previously looked after children?

Not at all  Not well  Well  Very well  Not applicable

|  |
| --- |
| 1. If you wish, please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** forlooked after and previously looked after children:   ***Virtual School Head comment:*** *Most schools judged outstanding and good are oversubscribed, we therefore often struggle getting a place at our preferred school for children when it is an in-year admission. We have in the past gone through the direction process to secure a school place and there have been numerous occasions when we have threatened direction when schools have initially declined an offer of a place.* |

## **Children with special educational needs and/or disabilities**

* + 1. 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**?

Not at all well  Not well  Well  Very well  Not applicable

* + 1. 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 well  Not well  Well  Very well  Do not know

|  |
| --- |
| * + 1. Please give examples of any 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:   Nottingham City follow a clear protocol of pupils with EHCP’s transitioning schools mid year. Any transition requires a statutory EHC annual review, following which formal consultations are made to school. Pupils and parents will receive their preferred choice of mainstream school, however due to limited capacity within specialist schools, those preferencing specialist school are not always able to access their preferred school place.  Pupils with specific needs can access support of specialist services to support transition between schools, for example, Autism Teachers will support visits to new settings, prepare visual resources, and support receiving schools. This service is accessible to pupils with and without EHCP’s. |

## Fair access protocol

1. Do you have a fair access protocol agreed with the majority of state-funded mainstream schools in your area?

Yes for primary

Yes for secondary

|  |
| --- |
| 1. If you have not been able to tick both boxes above, please explain why: |

1. How many children were admitted to schools in your area under the fair access protocol between 1 August 2022 and 31 July 2023?

| Type of school | Number of Primary aged children admitted | Number of Secondary aged children admitted |
| --- | --- | --- |
| Community and voluntary controlled | 54 | 9 |
| Foundation, voluntary aided and academies | 16 | 294 |
| Total | 70 | 303 |

|  |
| --- |
| 1. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2022 and 31 July 2023 compared to the previous academic year please indicate what you consider the key reasons for this change to be?   Large increase of children being considered through Fair Access. This is due to lack of availability of places in certain year groups, which has resulted in more in-year applicants being unable to secure a place and subsequently referred through Fair Access.  Large increase of children moving into the city, particularly from certain parts of the world. |

1. How well do you consider children referred to the fair access protocol are served in in your area?

Not at all well  Not well  Well  Very well  Not applicable

|  |
| --- |
| 1. Please provide any comments you wish on the protocol not covered above:   Schools are having concerns about the number of children they are being requested to take through Fair Access and questioning what happens when there is not enough physical space for them to accommodate anymore children.  Also lack of AP places in the city, and therefore options are very limited. |

## D. Directions

How many directions did the local authority make between 1 August 2022 and 31 July 2023 to maintained schools for which the local authority is not the admission authority to admit children (including children looked after by the local authority but resident in another area)?

|  |  |  |
| --- | --- | --- |
| Total number of children | Of which, looked after | Of which, not looked after |
| 0 |  |  |

## Other points on in-year admissions

1. For the schools for which the local authority co-ordinates in-year applications, in the year between 1 Aug 2022 and 31 July 2023 did you receive

Significantly fewer applications than last year

slightly fewer applications than last year

about the same

slightly more than last year

significantly more than last year

1. For what proportion of schools in your area did the local authority co-ordinate in-year admissions during the 2022/2023 academic year

None

All

Some but less than or equal to half

More than half but less than all

|  |
| --- |
| 1. If you wish, please provide any comments about how **well in-year admissions** works for children who are **not** looked after or previously looked after and/or do not have SEND: |

|  |
| --- |
| 1. If you wish, please provide any other comments on the admission of children **in-year** not previously raised (you may wish to include here any comments about cases where it has not proved possible to find places for children): |

# Section 3 - Other matters

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

|  |
| --- |
|  |

# Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2024.

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| --- |
|  |

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](mailto:OSA.Team@schoolsadjudicator.gov.uk) by 31 October 2023

1. [Department for Education Statistical First Release](https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2018) [↑](#footnote-ref-2)
2. [The Education Middle School (England) Regulations 2002](https://www.legislation.gov.uk/uksi/2002/1983/contents/made) [↑](#footnote-ref-3)