



Office of
the Schools
Adjudicator

**Template for
Local Authority Report
to
The Schools Adjudicator
from**

**Bradford Local Authority
to be provided by
31 October 2024**

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**Please email your completed report to: [Office of the Schools Adjudicator](#) by
31 October 2024 and earlier if possible**

Contents

Introduction

Guidance on completing the template

Section 1 - Normal points of admission	5
A. Co-ordination.....	5
B. Looked after and previously looked after children.....	5
C. Special educational needs and/or disabilities	6
Section 2 - In-year admissions.....	7
A. Overall level of challenge for your in-year admissions.....	7
B. Looked after children and previously looked after children	7
C. Children with special educational needs and/or disabilities	8
D. Fair access protocol	9
E. Directions to maintained schools to admit children	10
F. Other points on in-year admissions	10
Section 3 - Other matters.....	12
Section 4 - Feedback.....	12

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 the 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 2023/2024 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2024.**
3. Please note that, in response to feedback on the previous template and in the light of consultation with a group of local authorities, changes have been made to various sections of this year's template.

Guidance on completing the template

4. 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.
5. 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 Release¹ and the Education Middle School (England) Regulations 2002².
6. The Code sets out some minimum requirements on the contents of each local authority report stating that each must cover as a minimum "information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen."
7. The Department for Education's aim through the annual reports from local authorities is to understand how well the admissions system is working nationally, rather than to hold individual local authorities to account. By understanding the effectiveness of the system, including outcomes, the Department hopes to identify areas where the admissions system is working well and areas where it could be improved. With that in mind, when the template asks, "how well does the admission system serve the needs of

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

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

children,” the Department appreciates that it is asking local authorities to make a subjective judgement, in the understanding that everyone’s experience with the admission system will be different. The Department encourages local authorities in responding to the open questions and spaces for open comments to set out challenges that are proving difficult to overcome.

8. Guidance on specific questions and/or meaning of specific terms in this report:

- a. “in-year admissions”: This means admissions (that is children admitted to a school and not applications for places):
 - i. to a year group which is not a normal point of entry for the school concerned (for example to Year 2 for a five to eleven primary school); and
 - ii. 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).
- b. Not applicable means that there were no children falling within the relevant definition.

9. 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.

10. 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.

11. Where questions request a comparison with the previous year, any new local authorities formed as a result of reorganisation should note this on the form.

Information requested

Section 1 - Normal points of admission

A. Co-ordination

X

Which of the following best describes the level of challenge for your **main admissions round in 23/24 compared to 22/23?**

Year Group	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Reception		X			
Year 7			X		
Other relevant years of entry					

Please give examples to illustrate your answer if you wish:

We have surplus places in primary.

We continue to struggle with sufficiency in secondary despite the projected lower birth rates, due to the volume of in year mobility and therefore require additional bulges for the normal round of admission and are admitting above PAN across secondary age year groups.

B. 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 applicable

- 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 applicable

- 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 applicable

- 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 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**:

We have a proactive system using our databases to identify children who should receive priority rather than waiting for parents/carers to inform us and send proof. Close working arrangements with the Virtual School helps to minimise difficulties which can arise from changes in social workers or moves between local authorities for looked after children.

C. 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 at **normal points of admission**?

Not at all Not well Well Very well Not applicable

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:

The challenge of sufficiency and inclusive practice remains a challenge for Bradford as it does for all local authorities for children with EHC Plans. National strategy around specialist provision contributes to these challenges.

Our processes for ensuring that schools are named and placements put in place based on section I are effectively managed. For September 2024, phase transfer compliance was 100%.

Section 2 - In-year admissions

A. Which of the following best describes the overall level of challenge for your in-year admissions in 23/24 compared to 22/23?

Phase	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Primary				X	
Secondary				X	

If you wish, please explain the factors that have changed the level of challenge for your in-year admissions:
 More students without EHCPs or new to the country moving to Bradford requiring places and therefore having to try and identify and meet need in schools. Secondary schools oversubscribed and struggling to take more complex children and provide support.

B. Looked after children and previously looked after children

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

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 support or exemplify your answers about **in-year admissions** for looked after and previously looked after children:

There is a close working protocol between the Admissions Team and the Virtual School to avoid any drift or delay and ensure schools meet the needs of looked after children. Robust relationships between schools and teams within the local authority have avoided the need to progress an intention to direct an admission for a looked after child.

C. 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**?

Not at all well Not well Well Very well Not applicable

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 well Not well Well Very well Do not know

iii. 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:

Whilst the process to support a child who requires admission mid-year is well administered, the challenge of sufficiency and meeting parental preference for children with an EHCP remains significantly challenging leading to risk of parents not taking up allocated school places.

For children who do not have an EHCP, the Admissions Team manages the mainstream school application. Where the LA identifies significant challenges to be able to meet needs in a mainstream environment for children who are new to the country, we have an assessment process and resource which ensures that education is effectively put in place whilst an EHC Needs Assessment is considered.

D. Fair access protocol

What proportion of the state-funded mainstream schools in your area have said that they agree to the local authority fair access protocol?

Primary

Between 0% and 49%

Between 50% and 74%

Between 75% and 89%

Between 90% and 99%

100%

Secondary

Between 0% and 49%

Between 50% and 74%

Between 75% and 89%

Between 90% and 99%

100%

If you have below 75% for either phase, please explain why: N/A

- i. How many children were admitted to schools in your area under the fair access protocol between 1 August 2023 and 31 July 2024?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	11	11
Foundation, voluntary aided and academies	9	674
Total	20	685

- ii. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2023 and 31 July 2024 compared to the previous academic year please indicate what you consider the key reasons for this change to be?

Higher numbers of PEX and lack of mainstream places available within a reasonable distance of individual addresses moving into the City due to high levels of mobility.

iii. 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

iv. Please provide any comments you wish on the protocol not covered above:

E. Directions to maintained schools to admit children³

How many directions did the local authority make between 1 August 2023 and 31 July 2024 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	0	0

F. Other points on in-year admissions

i. For the schools for which the local authority co-ordinates in-year applications, in the year between 1 Aug 2023 and 31 July 2024 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

ii. For what proportion of **primary** schools in your area did the local authority co-ordinate in-year admissions during the 2023/2024 academic year

- Between 0% and 24%
 Between 25% and 49%
 Between 50% and 74%
 Between 75% and 100%

³ It is important that only Directions to maintained schools are included here. Numbers of Directions to academies are already held by the Department.

iii. For what proportion of **secondary** schools in your area did the local authority co-ordinate in-year admissions during the 2023/2024 academic year

Between 0% and 24%

Between 25% and 49%

Between 50% and 74%

Between 75% and 100%

iv. 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:

Schools struggling with high levels of mobility or whose Ofsted is below Good and Outstanding, are refusing to admit students to avoid those transferring with attendance and behaviour issues.

In some cases academisation is being used to refuse admission to school's in this situation or recently gaining Good to maintain their grading from students they believe will negatively affect attendance and behaviour.

v. 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):

Academies refusing to admit students despite them having Net Capacity space after removing 6th form etc. Schools refusing to admit up to their PAN in the year of entry because they are 'full' as a school after choosing to admit above PAN in previous Yr7s and using it to refuse Yr10 and 11 admissions.

More schools refusing to admit upheld appeals.

New academies not understanding their legal responsibilities around admissions and appeals.

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?

The direction request process has become an onerous process requesting information that goes against the basics of the decision making as outlined in the Code.
Requesting a direction that is then sent to the Schools Adjudicator for 'advice' which may or may not be taken can then result in the SoS being 'minded' to produce a direction then giving the school opportunity to admit the student prior to direction. But we have applied for a direction, not a letter outlining the SoS is 'minded to direct' which then brings in further delay. Why is a letter of direction not produced at this stage?

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2025.

Template is really useful for addressing current issues across the piste affecting School Admissions.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2024