



**Executive**  
16<sup>th</sup> April 2007

**Report from the Director of  
Children and Families**

For Information

Wards Affected:  
ALL

**Proposed Community Primary and Nursery Schools  
Admission Arrangements for Sept 2008 - Update**

Forward Plan Ref: C&F06/07-028

**1.0 Summary**

- 1.1 Members were asked to consider proposed admissions arrangements for community schools for September 2008 in February of this year. In that report members were recommended to agree that if no comments were received following a wider consultation on the proposed admission arrangements for community schools 2008, that the proposed arrangements would be accepted as the determined arrangements, without a further report to committee.
- 1.2 The Council has received an objection from the Governing Body of Gladstone Park Primary School against increasing their admission number from 84 to 90; therefore members are required to determine the admission arrangements having considered the representations of the Governing Body of Gladstone Park Primary School.

**2.0 Recommendations**

- 2.1 Members are recommended to agree to an increase in the admissions number of Gladstone Park School from 84 to 90 to bring it line with other community schools in the borough and to assist in meeting the projected demand for school places. The admission number has been increased in the proposed admission arrangements for 2008.

2.2 Members are recommended to determine the admission arrangements set out in Appendix B.

### **3.0 Detail**

3.1 The School Standards and Framework Act 1998 sets the legal framework for admissions. The Council must also have regard to the Code of Practice on School Admissions when considering its arrangements.

3.2 Section 3.2 of the Code of Practice on School Admissions, which applies to admissions arrangements for September 2008, outlines what must be included in Admissions Arrangements for Community Schools. The proposed Admissions Arrangements attached at Appendix B follows this recommended format.

3.3 In addition, consideration must be given to the fact that there is coordination of admissions to year 7 in Secondary Schools across London and eight of its surrounding authorities.

3.4 It is also a requirement that admissions to Reception in Primary Schools are co-ordinated. Each LA has to receive applications for its maintained schools and ensure that an applicant receives no more than one offer of a place in one of these schools for their child.

3.5 The School Standards and Framework Act imposes a duty on the Council to review annually the criteria and arrangements for admission to Community Schools. The Council is also required to consult the governors of all community schools prior to agreeing proposed admissions criteria. This consultation took place during October and November 2006. The results of this consultation are detailed below at 3.12.

3.6 When proposed arrangements are determined, there is a process of statutory consultation. The governing bodies of all schools within the Relevant Area for consultation are given the opportunity to comment on the proposed admissions arrangements. The Relevant Area for Consultation for Brent is the area within the borough boundary, i.e. Brent itself.

3.7 Section 85A of the Schools Standards and Framework Act 1998 requires all local authorities to establish an Admission Forum. Admission Forums provide a vehicle for admission authorities and other key interested parties to discuss the effectiveness of local admission arrangements, consider how to deal with difficult admission issues and advise admission authorities on ways in which their arrangements can be improved. Admission authorities of all maintained schools and academies must have regard to any advice from the forum in the exercise of their functions. These proposed admission arrangements were presented to the forum in February 2007.

3.8 Brent LA is the admission authority for Gladstone Park Primary School. In line with School Standards and Framework Act 1998 section 89 the admissions authority is responsible for determining admission arrangements for its

schools. Part of the admission arrangements are setting the admissions number.

- 3.9 Brent Council is predicting a shortfall of places in the coming years and to accommodate this shortfall, is increasing the number of school places available via new builds, capital projects and increasing numbers where possible.
- 3.10 In September 2006, the governing body of Gladstone Park Primary approached Brent Council requesting an increase in their admissions number. They were advised that their request would be put forward for the 2008 admissions arrangements.
- 3.11 The GLA projections for 2008 for 4-10 years old, indicates a rise of 610 pupils. This is using the actual figure of pupils on roll in January 2006 (20,882) to the predicated figure for January 2008 (21,492). Brent Council is planning for the projected increase by expanding schools. Specifically for Gladstone Park Primary School, 182 applications have been received for the 2007 reception admission round.
- 3.12 The Governing Body of Gladstone Park Primary School met recently following the formal consultation of the proposed admission arrangements for community schools and has now registered an objection to the proposed increase. The Chair of the Governing Body has provided extracts from the minutes of their meetings relating to their discussions around the proposed increase in admission numbers. These are set out in Appendix A.
- 3.13 The Governing Body have asked if they any recourse to appeal and have been informed that their objection will be reported to the Executive for consideration before the admission arrangements have been determined. If the Executive agree to the increase in the published admission number for the school to 90 throughout all year groups, the governing body can lodge a formal objection to the Schools Adjudicator.
- 3.14 Schools Adjudicators were appointed under Section 25 of the School Standards and Framework Act 1998. Adjudicators have two main functions:
- to decide on objections to published admission arrangements from parents and others for admitting children to primary or secondary schools in England.
  - to decide on statutory proposals for school organisation, such as the opening or closing of a school, when the local school organisation committee does not agree unanimously on those proposals.

## **Consultation**

- 3.13 Governing bodies and headteachers of all admission authorities in the relevant area have been consulted with.

3.14 A response has been received from the Governing Body of Gladstone Park Primary School with regards to the consultation. No other comments have been received.

#### **4.0 Financial Implications**

4.1 There are no financial implications in respect of the proposed admission arrangements, as the report deals with an existing and ongoing administrative requirement.

4.2 The report outlines the proposed arrangements by which schools will determine which applications for places are successful in the event of their receiving more applications than there are places available.

#### **5.0 Legal Implications**

5.1 To comply with the requirements of the Schools Standards and Framework Act 1998, the Council must determine Admission Arrangements for Community Schools in its area.

5.2 The initial stage of this process is the agreement of proposed Admissions Arrangements that must be put forward for statutory consultation. This consultation must be completed by 1 March 2007.

5.3 Final Admissions Arrangements must be determined no later than 15 April 2007.

#### **6.0 Diversity Implications**

6.1 The proposals in this report have been subject to screening and officers believe that there are no diversity implications if members accept the recommendations of the report.

6.2 The operation of clear, fair and objective admissions arrangements serve to ensure equality of access to schools in the borough.

6.3 An equality impact assessment has been completed and no adverse affects have been identified.

#### **7.0 Staffing/Accommodation Implications (if appropriate)**

7.1 There are no staffing implications in relation to these arrangements for the 2008 school intake, the report deals with an existing and continuing requirement and does not require any staffing changes.

#### **Background Papers**

The following papers were used in the compilation of this report:-

- i. School Standards and Framework Act 1998
- ii. Education Act 2002
- iii. The Education (Determination of Admission Arrangements) Regulations 1999
- iv. The Education (Determination of Admission Arrangements) (Amendment) Regulations 2002
- v. The Code of Practice on School Admissions
- vi. The Education (Admission of Looked After Children)(England) 2006 Regulations

## **Appendices**

**Appendix A -** Extract from the Governing Body meeting supplied by Emma Skala the Chair of Governors.

**Appendix B –** Proposed 2008 Admissions Criteria for Community Primary Schools

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# Appendix A

## **Extract from the Governing Body meeting supplied by Emma Skala the Chair of Governors.**

I should outline for the report that Mr Reed and Mr Cummings are the Teacher Governors on our Governing body. Mr Hislop and Ms Wood are Community Governors.

Mr Bruce is the Head teacher and Mrs Skala, the Chair.

It was clear that those parent Governors who spoke at both meetings recognise the advantage of having smaller class sizes for all those concerned, teachers and pupils alike. It is well documented that small class sizes mean that each pupil receives more attention from the teacher. This would be the choice parents would make for their children. It is the teachers who bare the brunt of this potential increase.

Teachers were concerned that the increase would also increase the likelihood of pupil mobility within the school. Our statistics show this is not a successful situation for the pupils themselves.

A third of children who joined the school during Key Stage 2 did not achieve level 4 for both Literacy and Numeracy. This was down to pupil mobility.

I would add that Gladstone Park is not currently oversubscribed and only has a waiting list for one of its year groups. Also the numbers for our nursery are lower this year than last year indicating that the projected figures for Reception will be down in September 2007.

I would hope that you could add this to your report.

Mr Bruce is in the minority by supporting the increase in class numbers. He feels it would provide a financial cushion for the school were vacancies to arise in some year groups.

## **Taken from minutes of meeting in October 2006**

### **9. Class Size**

The governors had a discussion on whether or not to increase the maximum class size of the school from 28 to 30. They noted that the Admissions Number was 84 in the three-form entry school. Recently, there had been considerable demand for places and Gladstone Park School was likely to be the subject of pressure to increase the size of classes, as it was turning away prospective pupils.

Mr Adrian Cummings voiced serious reservations on the grounds that some classrooms were too small. In fact, a few were converted cloakrooms. Mr Mike Reed referred to concerns that the majority of staff had about the

proposed change. He added that extra pupils would place additional pressure on staff. However, Angus Hislop stated that more pupils would bring increased resources which could be used to augment staffing. Mrs Anterkyi remarked that the school could do with a counsellor to support behaviour management. Currently, there were insufficient resources for this purpose.

Mr Bruce stated that at his school in Westminster, where he had been Headteacher, classrooms were very small. He had had to accommodate 34 pupils in each class and it was only through strenuous efforts that he had been able to reduce his class size to 30. The situation was quite different at Gladstone Park, where he was keen to raise the admission number from 28 to 30.

Following a lengthy discussion, the governors requested Mr Bruce to discuss the matter further with staff and provide more information (against the backdrop of the School Development Plan) to governors about how he would use the extra resources should the admission number be increased from 84 to 90. They would then consider the matter at their Spring Term 2007 meeting.

**Action Mr Bruce and Clerk**

### **Taken from minutes of meeting in March 2007**

#### (c) Class Size

Mrs Skala reported that the Director of Children's Services had sent her a message electronically that had been copied to the Headteacher and Clerk, advising her that the local authority was proposing to raise the school's standard number from 83 to 90. She observed that while Brent was the admissions authority for the school, it was useful to know the thinking of the governors on the issue.

Ms Gill Wood wondered about the views of the staff. Mr Bruce said that he had discussed the proposal with them and they had not raised any new concerns to the ones articulated previously, i.e. about the diminution of the advantages that teachers currently enjoyed with class sizes of under 30. Mr Mike Reed and Mr Adrian Cummings stated that all teachers were against any rise in numbers. They did not feel that the increase in class sizes would be matched with extra learning support assistants (LSAs). Mr Reed explained that the increase in the standard number, i.e. 7.14% of the number of pupils on roll, would not be matched with the rise in the budget, which would be 4%. Consequently, he submitted, it would be advantageous to leave the class size of 28 unchanged.

However, Mr Bruce pointed out that during recent years, he and his predecessor had recruited a considerably large number of LSAs. If pupil numbers fell because of mobility, valuable funding to cover staffing costs

would be lost which would be detrimental to the staffing support that teachers currently enjoyed.

He added that if there was an increase in numbers, the governors would have additional funds to recruit staff members such as a foreign language assistant, a counsellor, a home-school liaison officer, a data manager, a resources officer, a play worker and LSAs for behaviour support and reading recovery. Mr Reed was of the view that each class should have an LSA, but if that were the case, the needs of small groups of SEN pupils would not be met.

Following a lengthy discussion, governors voted for the status quo on class sizes to be maintained by 13 votes to 1. They accepted however, that it would be the local authority that had the power to make the ultimate decision on the standard number.

**All governors to note**



## Appendix B

# Admissions Criteria -Community Nursery & Primary Schools

To go forward for  
consultation regarding  
September 2008 entry

## **Admissions Arrangements for Brent Community Primary Schools to go forward for consultation for September 2008**

### *1. Admissions Numbers to Brent Community Primary Schools*

Anson Primary School 45  
Barham Primary School 90  
Braintcroft Primary School 90  
Brentfield Primary School 60  
Byron Court Primary School 80  
Carlton Vale Infant School 60  
Chalkhill Primary School 60  
Donnington Primary School 30  
Elsley Primary School 60  
Fryent Primary School 60  
Furness Primary School 60  
Gladstone Park Primary School 90 – *(increased from 84)*  
Harlesden Primary School 30  
Kensal Rise Primary School 90  
Kingsbury Green Primary School 90  
Leopold Primary School 60  
Lyon Park Infant School 120  
Lyon Park Junior School 120  
Malorees Infant School 60  
Mitchell Brook Primary School 60  
Mora Primary School 60  
Mount Stewart Infant School 90  
Mount Stewart Junior School 90  
Newfield Primary School 30  
Northview Primary School 30  
Oliver Goldsmith Primary School 60  
Park Lane Primary School 30  
Preston Park Primary School 90  
Roe Green Infant School 120  
Roe Green Junior School 120  
Salisbury Primary School 90  
Stonebridge Primary School 30  
Sudbury School 90  
Uxendon Manor Primary School 60  
Wembley Primary School 120 – *(increased from 90)*  
Wykeham Primary School 60

## *2. Application Procedure for Brent Community Primary Schools*

Parents who wish to secure a place for their child at a Brent Community Primary school in the 2008/2009 school year must apply to the London Borough of Brent Admissions Service, who will co-ordinate applications to Brent Primary Schools in line with the published primary co-ordination scheme for 2008.

Application forms will be available from October 2007 and the closing date for applications will be in 8 February 2008 (the actual date will appear in the finally determined arrangements after consultation).

Parents may request that their child's admission to a reception class be delayed until the start of the January term.

Three year old children should not be admitted to reception classes.

## *3. Late Applications*

Initial offers will be made to those children whose parents applied before the 'closing date' for applications.

Late applications will be received but will not normally be considered for a place at the school until after this initial offer has been made. If some parents decline the initial offer of a place for their child, or vacancies become available, then all applications received, whether in time or late, will be considered for these places.

## *4. Waiting Lists*

Waiting lists will be maintained for Community Primary Schools. Lists will be maintained throughout the school year. A child's position on the waiting list does not depend upon the time they have been on the list but will be determined by how they meet the oversubscription criteria.

This means that a child's position on the list can go down as well as up, depending upon the child's circumstances and those of other applicants.

The waiting list will be closed each year and will not roll over. Parents wishing to stay on the waiting list will be required to submit a request in writing.

## *5. Appeals*

If you wish to appeal against any decision not to offer a place at a Brent Community School, these should be addressed to the Brent School Admissions Service, Chesterfield House, 9 Park Lane, Wembley, HA9 7RW.

## **Proposed Oversubscription Criteria for Community Primary Schools September 2008**

The criteria set out below apply to community primary schools only. There are 36 Community Primary schools in Brent. Voluntary aided or religious faith schools and foundation schools have their own admission policies. Parents should approach the headteacher or chair of governors of these schools directly.

There is no automatic transfer from nursery to reception class in the school and this is not a feature of Brent Community schools admissions criteria. Having a current place in the nursery of a Community school is not a criterion for allocation of a reception place.

Applications for children with a statement of Special Educational Need are made through the SENAS team at the Council. The placement of children with such a Statement is made after a process of consultation between parents, the school and the Local Authority. Children with a statement of Special Educational Need receive priority over others for admission to the school named on their Statement.

Schools should not admit more than 30 pupils in each class for Reception, Year 1 & Year 2. This is to enable the Local Authority to meet its statutory duty of having no more than 30 pupils in each class at Key Stage 1. Three year old children should not be admitted to reception classes.

The following criteria are clear, fair and objective. It is illegal for schools to discriminate against a pupil on the basis of his/her ethnicity.

Whenever and wherever possible, children are offered a school of their parents' preference and in practice the majority of children go to the school which their parents select for them.

Sometimes, however, there are more applications for a certain school than there are places available. Whenever this happens, pupils are offered places in the following order of priority:

### **1. Children in public care (looked after children)**

An application for admission to school must be made by the person with parental responsibility and / or the child's social worker.

## **2. Children attending an infant school on the same site as a junior school.**

This criterion will only affect admission to a junior school that is on the same site as the infant school the child attends immediately prior to the transfer.

## **3. Children for whom it is essential to be admitted to a *specific school* because of special circumstances to do with significant medical needs, social needs or special educational needs.**

It is open to any parent to make an application under this criterion. The application should be supported, where possible, with a recommendation in writing from a recognised professional of senior status; medical consultant, headteacher of current school or other appropriate officer.

The recommendation for this specific school should demonstrate knowledge of the school in terms of resources and organisation which deems it essential that the named pupil be admitted to the specific school.

*This criterion relates to the **child's** medical, social and special needs. Not any member of the child's family. Decisions regarding whether children fall under this criterion are made by the local authority. If you are unsure if your application meets this criterion, please contact the Brent School Admissions Team for further advice. It is better to send information to support your application. The local authority can only consider information it has received.*

## **4. Brothers or sisters of a child who attends the school, or an infant or junior school on the same or adjoining site, and who will continue to do so on the date of admission.**

This includes half and step brothers and sisters so long as they live at the same address - but **not** cousins. Siblings attending the same school should have priority over those attending a separate school on the same site.

## **5. Children living within the school's catchment area.**

The catchment area is the defined neighbourhood in which the school is sited. It is generally bounded by major roads and/or railway/tube. The catchment area is defined by the Local Authority and is designed to ensure that each address in the borough falls into the catchment area of one school. Information on which streets make up a catchment area can be obtained from the LA, the school and the LAs website.

## **6. Children living outside the school catchment area.**

If there are more children in any of the above criteria than places, then priority for these places is determined by proximity to the school, judged by the

shortest measured walking distance by public right of way\* from home to school.

### **Tie Breaker**

Where there is more than one applicant that meets a criterion above priority will be given to the applicant who lives closer to the school. This will be judged by the shortest measured walking distance by public right of way\* from home to school.

\*A public right of way is one which is determined by The Countryside Act 1968. Where applicants live in the same block of flats, internal walkways will be treated as public rights of way when calculating distance travelled (measurements will be taken from the door of each individual dwelling). If you would like a copy of The Countryside Act 1968 please contact the Brent School Admissions Service on 020 8937 3110.

### **Twins, Triplet and other children of multiple births**

In the event that the school has one place to offer and the next child on the waiting list is one of twins, triplets or other children of multiple births, the Local Authority will, in the first instance, randomly select the child to offer the place to. The Local Authority will also inform the parents that they may prefer the other, or another child, have the place instead of the child initially randomly selected.

### **Spilt residence**

Where a child lives with parents with shared responsibility, each for part of a week, the address where the child lives is determined using a joint declaration from the parents stating the pattern of residence. If a child's residence is split equally between both parents, then parents will be asked to determine which is the residential address for the purpose of admission to school. If the residence is not split equally between both parents then the address used will be the address where the child spends the majority of the school week.

### **Admissions to Nursery Schools and Classes.**

The above criteria will apply but Nursery admissions arrangements will give priority to Brent residents.