



Office of
the Schools
Adjudicator

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

**Rutland Local Authority
to be provided by
31 October 2023**

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**Please email your completed report to: [Office of the Schools Adjudicator](#) by
31 October 2023 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. Looked after children and previously looked after children.....	7
B. Children with special educational needs and/or disabilities.....	7
C. Fair access protocol.....	8
D. Directions.....	10
E. Other points on in-year admissions.....	10
Section 3 - Other matters.....	13
Section 4 - Feedback.....	13

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

5. 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.
6. 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.
7. 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. 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

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

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

- 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 at questions:

- i. Section 1: B.i. - B.iv. that there were no children falling within the relevant definition.
- ii. Section 2: Ai - iv that there were no children falling within the relevant definition.
- iii. Section 2: B.i. that there were no children falling within the relevant definition.
- iv. Section 2: C.v. that there were no children falling within the relevant definition.

8. 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.

9. 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

A. 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				

ii. Please give examples to illustrate your answer if you wish:

Coordination of the Reception admissions round continues to work very well.

However, coordination of the year 7 admissions round has been impacted by issues faced by a neighbouring local authority. These issues have resulted in Rutland being forced to delay the exchange of offer information with other LAs and posed a threat to us meeting the national offer day deadline, which was avoided by proactive actions by Rutland's Admissions Service. In addition, we have received a large number of parental enquiries from out of county residents, regarding the delay in their home authority sending their preferences for Rutland schools to us. These delays have meant that out of county children who would have received an offer at a Rutland school, had their application been sent to us in a timely manner, have not received an offer. This, in turn, has resulted in appeals that could have been avoided.

B. Looked after and previously looked after children

i. 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

ii. 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

iii. 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

iv. 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**:

Processes around the admission to school of looked after and previously looked after children continue to work well as a result of ongoing partnership working with the Virtual School Head and colleagues within the local authority. Reporting mechanisms that are in place ensure that we have up to date information on children looked after and the Virtual School Head has a clear understanding of admissions processes so that school applications can be processed as quickly as possible.

C. 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:

Prior to the coordinated admissions round opening, the Admissions Service contacts the SEND team requesting information about children who will fall within the normal admissions round, that have either an EHCP or assessment for EHCP in process. This enables us to provide parents with tailored information regarding the transition to secondary school for a child with an EHCP/EHCA. The SEND team keep the Admissions Service updated as EHCPs are finalised and schools named so that we can monitor numbers going into each school.

Section 2 - In-year admissions

A. Looked after children and previously looked after children

- i. 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

- ii. 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

- iii. 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

- iv. 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

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:

The working practices put in place in partnership with Rutland's Admissions service and the Virtual School Head ensure that in-county in-year admissions are processed as quickly and efficiently as possible. We are aware of some delay for Rutland looked after children residing in other local authorities.

B. 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:

In-year applications for children with an EHCP are dealt with by Rutland SEND team working directly with the school named in the EHCP. The SEND team would contact the Admissions Service if they felt any guidance or advice was required.

As Rutland County Council does not coordinate in-year admission applications, an application received for a child with additional needs but without an EHCP would be submitted to and processed by the admission authority for the preferred school. Should a parent require additional support in this process, the admissions service would work with the SEND and Inclusion service to ensure that the application is processed in line with statutory guidance.

Rutland's Admissions service would only become aware of a SEND child, without an EHCP, who is having difficulty in securing an in-year school place, when contacted by the parent.

C. Fair access protocol

- i. 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

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 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	0	0
Foundation, voluntary aided and academies	0	4
Total	0	4

- iv. 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?

There has been an increase in students being permanently excluded from Key Stage 4, making them harder to place through the routine in-year process.

Rutland continues to experience significant pressure on secondary school places which has resulted in an increase of children and young people being unable to secure a school place through the in-year school admission process resulting in an increase in requests for school places through the fair access process. The local authority has met with academy leads/headteachers to challenge existing processes and agreed a more effective way of working collaboratively to improve cooperation within the fair access process.

We are in a unique position in Rutland where we have only three secondary schools which are all academies and are extremely popular and therefore oversubscribed. As demonstrated over time, approximately 65% of secondary school places in Rutland are taken by children from out of county, and the location of our secondary schools, with two having 'catchment areas' which include areas out of county, drastically impacts on the ability of the local authority to create additional capacity for Rutland resident pupils.

An example of the difficulties we are experiencing with allocating places through fair access is that we have a secondary school student who previously attended one of our secondary schools but the parent moved the child to another Rutland secondary school due to issues with other students. The second Rutland secondary school has now permanently excluded this student and the only option we have for placement through fair access is the third Rutland school which is full and has already won appeals based on being at capacity.

Additional places have been made available in the county but these are immediately taken up by children from out of county who are on schools' waiting lists (see E iii).

We continue to raise this issue with colleagues in the Department for Education Pupil Place Planning Team and are keeping them updated on the situation.

However, it is looking increasingly likely that the local authority will, in the near future, be forced to request direction by the secretary of state.

v. 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

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

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	0	0

E. 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 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

ii. 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

iii. 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:

In-year admissions to primary schools in Rutland work well.

However, our 3 secondary schools, which are all academies, are oversubscribed in most year groups with approximately 65% of students on roll living out of county. This results in a number of children being refused an in-year place at all 3 Rutland secondary schools. As all 3 Rutland secondary schools are academies, the local authority has no power to direct the schools to admit a Rutland resident child who is without a school place and, in most circumstances, has to also explore the option of securing a place at a school in another local authority area.

However, the pressure on school places in neighbouring authorities is impacting on the length of time a child may be without a school place.

Our DfE Pupil Place Planning Advisor recognises the unique situation within Rutland, and we continue to work closely with them to review the options available to the local authority. However, at this stage, no sustainable solution has been identified which can ensure Rutland resident children can be guaranteed a school place in county.

The LA has commissioned a capital expansion programme to increase one of the secondary schools in Rutland from a 7-form to an 8-form entry with effect from September 2022. Admissions data identifies that in 2021, 18 of the 210 places offered, within the normal admissions round, were made to out of county residents. However, following expansion in 2022, 57 of the 240 places now available were offered to out of county residents and in 2023, 41 places were offered. This confirms the issue that Rutland faces in securing sufficient in-year places for children resident in county.

iv. 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?

Following the academisation of Oakham C of E Primary School in June 2023, Rutland no longer has any community or voluntary controlled schools in the area and is therefore no longer an admission authority. Rutland schools are all academies other than one voluntary aided school.

Section 4 - Feedback

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

As suggested in our report last year, following submission, it would be beneficial for those local authorities identifying specific contextual issues, to have the opportunity to discuss these further with the OSA.

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2023