

<b>Report To:</b>	<b>EXECUTIVE CABINET</b>
<b>Date:</b>	8 February 2017
<b>Executive Member / Reporting Officer:</b>	Councillor Lynn Travis – Executive Member Stephanie Butterworth– Executive Director, People
<b>Subject:</b>	<b>PRIMARY, JUNIOR AND SECONDARY SCHOOL ADMISSION ARRANGEMENTS – RESPONSES TO CONSULTATION AND DETERMINATION OF ADMISSION ARRANGEMENTS FOR 2018/19</b>
<b>Report Summary:</b>	The report states the outcomes of the consultation on the admission arrangements and published admission numbers for Tameside community, and voluntary controlled schools for admission in September 2018.
<b>Recommendation:</b>	The Cabinet is recommended to approve: <ol style="list-style-type: none"> <li>1) the determination of Published Admission Numbers for all voluntary controlled and community schools for 2018/19 without change from those that applied for admission in 2017/18 other than the changes set out in <b>Appendix 5</b> of the Report;</li> <li>2) the determination of admission arrangements for all Tameside community and voluntary controlled schools for admission in 2018/19 as set out in <b>Appendix 6</b> of the Report.</li> </ol>
<b>Links to Community Strategy:</b>	The proposals contained within this report will support the delivery of the Community Strategy, through the delivery of sufficient and suitable places to meet anticipated increased demand in 2018/2019.
<b>Policy Implications:</b>	The admission arrangements for 2018/19 academic year for all voluntary controlled and community schools remain largely the same as for 2017/18 as determined in February 2016 with some amendments to admission numbers and the operation of waiting lists.
<b>Financial Implications: (Authorised by the Section 151 Officer)</b>	<p>The revenue expenditure associated with the education of children is funded by the Dedicated Schools Grant and Pupil Premium Grant. Both of these grants are ring fenced for the purposes of schools and pupil related expenditure.</p> <p>The report contains estimated increased revenue costs in relation to the increased classroom space being created in Hyde Community College via the Private Finance Initiative (PFI) contract.</p> <p>There will also be increased costs relating to the additional classroom space being created in Alder School via the PFI contract.</p> <p>The report contains a reference to potential increased catering costs at Mossley Hollins via the PFI contract but does not contain an estimate of these costs.</p> <p>Both elements of PFI related increased revenue costs need to</p>

be clarified by the PFI providers urgently. These additional costs will need including in updated versions of the School Governing Body agreements which are the basis of obtaining annual school contributions towards the cost of the PFI contracts.

The increased revenue costs associated with the additional classroom space at Astley Sports College will be met directly by the School, who will need to include the additional costs in their medium term budget plans.

The capital cost of creating additional places is ordinarily funded through Basic Need grant received by the Council from the Department For Education. There is £2.025m of the 2016/17 Basic Need grant and £6.543m of the 2017/18 Basic Need grant (a total of £8.568m) unallocated on the current capital programme

There are some commitments that have already been made from this funding which will be added to the existing capital programme. However, it should be noted that there will still be sufficient capital funding available to support the estimated capital costs contained in this report of £2.969m.

These estimated costs need to be confirmed and assessed from a value for money perspective as a matter of urgency.

**Legal Implications:  
(Authorised by the Borough  
Solicitor)**

The Council as admission authority for community and voluntary controlled schools in its area, must before the beginning of each school year determine the admission arrangements which are to apply for that year (section 88C of the School Standards and Framework Act 1998 (“SSFA”).

The Council has a duty to act in accordance with the School Admissions Code (the Code); issued under section 84 of SSFA 1998, and must ensure that its determined admission arrangements comply with the mandatory provisions of the Code.

While it is for the Council to decide the admission arrangements that best suits its residents and its schools, it must ensure the arrangements:

- Comply with law and regulations; and
- Do not disadvantage applications to their schools from families resident in other local authorities (which would be contrary to rule established in R v Greenwich London Borough Council, ex parte John Ball Primary School (1989) (see paragraph 1.14, page 11 of the Code).

Under section 86(1) of the SSFA 1998, parents have a right to express a preference for the school in which their child is to be educated. However, some schools may have more applicants than places and will therefore be oversubscribed. Section 1 of the Code provides guidelines and imposes mandatory requirements on setting fair oversubscription criteria, as part of admission arrangements, to be used to allocate places when a school is oversubscribed.

The Council must if changing the admission arrangements conclude a statutory consultation over a 6 week period between 1 October and 31 January. The Council must then determine its

admission arrangements, including its oversubscription criteria by the 28 February in the determination year (see section 88C of the SSFA 1998 and regulation 17 of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012.

For a community or voluntary controlled school, the local authority (as admission authority) must consult at least the governing body of the school where it proposes either to increase or keep the same PAN.

Under the Code each admission authority must maintain a clear, fair and objective waiting list until at least 31 December of each school year of admission, stating in their arrangements that each added child will require the list to be ranked again in line with the published oversubscription criteria.

If the Council does not notify the Secretary of State that it has adopted a co-ordinated scheme by the 28 February the Secretary of State may impose one (see paragraph 2.20, page 26 of the Code).

The Council must then follow the determined published admission arrangements. Failure to do so would amount to a breach of the Council's statutory duty (see paragraph 2.7, page 19 of the Code).

Section 13A of the Education Act 1996 requires Local Authorities to ensure that their education functions are exercised with a view to promoting high standards, ensuring fair access to educational opportunity, and promoting the fulfilment by every child concerned of his educational potential. The Council has a statutory duty under section 14(3A) of the Education Act 1996 to secure diversity and increase opportunities for parental choice when planning the provision of school places.

Members will note that the sums quoted for works are estimates and that further work is required to confirm the figures as a matter of urgency as these will inform the report to Executive Cabinet and the recommendations required to confirm those works.

**Risk Management:**

Failure to determine admission arrangements and a coordinated admissions scheme by 15 March 2017 could result in the Secretary of State imposing admissions arrangements on the Council and lead to the displacement of children from community high schools.

One of the Council's remaining statutory responsibilities is to deliver sufficient and suitable places to meet projected demand for both primary and secondary pupils. The proposals contained within this report will enable the Council to fulfil its statutory responsibilities in 2018/2019. However, careful planning will be required to ensure the provision of both primary and secondary places in future years.

**Access to Information:**


The following documents are available on the website at:

<http://public.tameside.gov.uk/forms/Committeedocs.asp>

<b>Appendix 1</b>	<b>Consultation response from Mr R</b>
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	<b>O'Regan, Headteacher of Alder Community High School</b>
<b>Appendix 2</b>	<b>Consultation response from Mrs A Radcliffe, Headteacher of Hyde Community College and response from governors of the school.</b>
<b>Appendix 3</b>	<b>Consultation response from Mr D Duncan, Executive Headteacher of Mossley Hollins High School and response from governors of the school.</b>
<b>Appendix 4</b>	<b>Revised net capacity assessment for Mossley Hollins High School</b>
<b>Appendix 5</b>	<b>Amendments to Community Schools Published Admission Numbers - 2018 Entry.</b>
<b>Appendix 6</b>	<b>Admission arrangements for Community and Voluntary Controlled Primary, Junior and Secondary schools for 2018/19.</b>

The background papers (including consultation documents and responses) relating to this report can be inspected by contacting Catherine Moseley, Head of Access and Inclusion by:

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## **1. BACKGROUND**

- 1.1 All admission authorities are required to consult on their coordinated admission scheme and on changes to admission arrangements. Where no changes are proposed to the coordinated admissions scheme or admission arrangements, there is no requirement to consult. Admission authorities must ensure that their determined admission arrangements comply with the mandatory requirements of the School Admissions Code 2014. The consultation process follows a timetable determined by the Department for Education (DfE).
- 1.2 Consultation must run for a minimum of six weeks between 1 October and 31 January. Admission arrangements must be determined by 28 February and must be published by 15 March. Following determination of the admission arrangements objections to those arrangements must be made to the Schools Adjudicator by 15 May.
- 1.3 For entry to school in September 2018, one change has been proposed to the admission arrangements for community or voluntary controlled primary, junior and secondary schools and that is to reduce the number of preferences from six back to three. Additionally, consultation has taken place with regard to the published admission number at four community secondary schools to accommodate the increasing secondary population. There is a slight change proposed to the operation of waiting lists.
- 1.4 The proposed changes relating to waiting lists will be reflected in the coordinated admissions scheme for 2018/19 and these will be published on the Council's website on 1 January 2018 as required by the School Admissions Code.

## **2. CONSULTATION ON THE ADMISSION ARRANGEMENTS AND PUBLISHED ADMISSION NUMBERS FOR ALL COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS FOR 2018/19**

- 2.1 In October 2016, the Local Authority circulated the proposed published admission numbers and admission arrangements for community and voluntary controlled schools for consultation. The closing date for the consultation was 11 November 2016.
- 2.2 The following organisations were consulted:
  - The Headteacher and Governors of all Tameside maintained schools;
  - Parents;
  - Derbyshire Local Authority;
  - Manchester Local Authority;
  - Oldham Local Authority;
  - Stockport Local Authority;
  - Tameside Local Authority;
  - Chester Diocese;
  - Manchester Diocese;
  - Salford Diocese;
  - Shrewsbury Diocese; and
  - Local MPs
- 2.3 A Public Notice was also published in the Manchester Weekly News (Tameside edition) on 6 October 2016 in order to notify parents and other groups in the area of their rights to be consulted and the consultation was posted on the Tameside MBC website.

### 3. CONSULTATION ON PROPOSED CHANGES TO THE PUBLISHED ADMISSION NUMBERS FOR COMMUNITY SECONDARY FOR 2018/19

- 3.1 The Council consulted on increasing the published admission number at four secondary schools to accommodate the forecast demand for secondary school places based on the number of pupils currently in primary schools in the borough. Their proposals were:

School	Current Published Admission Number	Proposed Published Admission Number
Alder Community High School	155	180
Astley Sports College and Community High School	150	180
Hyde Technology School & Hearing Impaired Resource Base	210	240
Mossley Hollins High School	156	180

- 3.2 There were six responses to the consultation. Of these, three were from Headteachers, two from the governing body of a school and one from a parent.

#### 3.3 Alder Community High School

Of the six written responses received by the Directorate of People, one was associated with Alder Community High School from the Headteacher of the school (**Appendix 1**).

Concerns	Directorate of People Response
Governors will only agree to the proposed increase in students numbers from 155 to 180 once we have written confirmation from the LA in terms of agreed plans for building works. We will not reduce the quality of existing provision by admitting large numbers of students without appropriate works being done.	If approved, the minutes of the Executive Cabinet meeting from 8 February 2017 will provide the written agreement to make the described changes to the building to accommodate additional pupils into the school.

#### 3.4 Astley Sports College and Community High School

Of the six written responses received by the Directorate of People, none were associated with Astley Sports College and Community High School.

#### 3.5 Hyde Technology School & Hearing Impaired Resource Base

Of the six written responses received by the Directorate of People, two were associated with Hyde Technology School & Hearing Impaired Resource Base. One was associated with the Headteacher of the school and one with the governors of the school (**Appendix 2**).

Concerns	Directorate of People Response
Impact on standards Spare capacity means that the school	Hyde Community College is currently in a strong position with respect to standards. Many of the key

<p>takes a number of in year transfers</p> <p>The best performing schools in Tameside are the smaller schools</p> <p>We will lose good staff if working conditions deteriorate and pressures mount</p>	<p>performance measures at the end of Key Stage 4 indicated strength in depth across the key curriculum areas and there is no reason to suppose that these would automatically be reduced as a consequence of increased numbers. Leadership in the school is strong and the school's processes and routines have become embedded over the past few years. The Directorate's view is that the school has the leadership capacity to respond to the new demands of increased numbers, whilst at the same time using the additional resources that this will bring to the benefit of all of the students. The size of a school is only one of the factors that will dictate the quality of a school.</p>
<p><b>Funding</b></p> <p>Impact on PFI legacy costs if this is to be a bulge not permanent. PFI costs are based on capacity of the school not numbers on roll. How will the affordability gap be addressed?</p> <p>There will not be enough funding to support growth as we will need to recruit staffing from September but funding does not come into school until following April</p>	<p>The number of pupils predicted to come into secondary schools over the next few years means that there will be very little spare capacity, if any and therefore budgets will increase for the schools contained in these proposals.</p> <p>Growth funding via the DSG grant is available to support schools to increase numbers so that there is effectively no lag in pupil funding and this will happen for each year that a new bulge class is admitted.</p> <p>Negotiations will be undertaken with the Pfi provider to minimise any increase in life cycle costs.</p>
<p><b>Accommodation</b></p> <p>Not enough catering facilities</p> <p>Not enough staff to supervise at lunchtime</p> <p>Sixth form accommodation not fit for purpose</p> <p>School not involved in remodelling discussions</p> <p>Class sizes will need to rise</p> <p>Hearing Impaired learners will be affected</p> <p>Need additional space for exams and</p>	<p>The lunch hour is currently half an hour but it would be a school decision to increase the length of time enable all pupils to get through the facilities</p> <p>Additional pupils would bring additional funds into the school which could be used to have additional staffing at lunchtimes</p> <p>The remodelling proposals will address this issue by making the sixth form classrooms larger to accommodate bigger classes</p> <p>Colleagues from the Education Capital Team and the architects included staff from the school in walk rounds the school with the architects and are fully aware of the plans.</p> <p>How classes are organised would be a matter for the school but an additional number of classrooms being</p>

<p>assembly</p> <p>Changing rooms are designed for 210</p> <p>Additional furniture needed</p> <p>Traffic will worsen</p> <p>ICT needs replacing</p>	<p>made available would not necessarily mean that class sizes would need to increase</p> <p>The number of hearing impaired learners are unlikely to rise as a result of the proposed increase in numbers at the school and so current arrangements would continue to meet the needs of learners.</p> <p>Assemblies and exams could be conducted in the sports hall which would be large enough to accommodate the additional pupils.</p> <p>We agree that changing rooms in the school are designed for 210 but presumably timetabling can be used to alleviate this as an issue within the school.</p> <p>Bulge classes in primary schools have been assisted with a one off capital grant to purchase furniture and equipment, Hyde Community College could use a grant to do the same which would then not be included in the life costs in the Pfl contract and any damages could be replaced by themselves.</p> <p>There is likely to be some additional traffic with additional pupils but it will be a small percentage increase as a total of the school population. There will not be 150 additional pupils immediately as there will be an additional 30 per year group from September 2018 onwards. The large increase in pupils coming into secondary schools generally will mean an increase in traffic at whichever school they attend.</p> <p>Additional pupils coming into the school will generate additional funds which can be used towards the cost of ICT equipment. Additionally, the school may wish to use some of the one off grant to support this.</p>
<p><b>Lack of strategic planning</b></p> <p>Arrangements are being made at a late stage</p>	<p>The Council has been in discussion with all Tameside secondary schools for at least five years and had hoped to address the issue with the cooperation of all schools. However, only three schools have volunteered to take additional pupils and so the Council is now left with no alternative but to make these proposals to ensure it can meet its statutory duty to secure sufficient places in the borough. If the Council does not progress the proposals in this report then it will have no alternative other than to put forward proposals for a second free school in the borough.</p>



<p>One school has reduced its Published Admission Number from 180 to 240 and we are being forced to increase our number</p>	<p>The Council is aware of this and strongly objected to the proposal to reduce the Published Admission Number at the school but as the school is an academy and therefore its own admission authority, the decision to accept the proposal was made by the Regional Schools Commissioners Office, not the Council.</p>
<p><b>Specific questions:</b></p> <p>When the Government devolves funding directly to schools (from 2019?) how will the LA support our recovery from the deficit they have been instrumental in creating?</p> <p>When the Government devolve funding directly to schools, what will happen in relation to the PFI contract to which ALL schools in the LA currently contribute through 'top-slicing' and further, what will happen to the PFI charges for individual schools to address the affordability gap?</p> <p>How will the national funding formula affect the school's budget – will we be able to employ enough staff to educate 1200 students from what is left after PFI charges?</p> <p>Will (what little) remodelling (there is) lead to greater FM costs and if so how will the school sustain increased costs when pupil numbers begin to drop?</p> <p>Inflation costs are forecast to rise significantly; how will this impact on future PFI charges? –</p>	<p>An associated recovery plan will require agreement between the Council and the Governing Body prior to 31 March 2017 for the current three year budget planning period. The agreed recovery plan will be monitored to ensure a balanced budget is subsequently delivered.</p> <p>Based on the guidance received to date specifically in relation to the top slice of DSG for PFI central affordability, the Council may have to delegate it directly to the Schools within the contracts from April 2017 onwards.</p> <p>The Council will need to update the governing body agreements relating to each School to confirm the repayment to the Council of these shares of the top sliced DSG.</p> <p>The Schools Finance Support Team can provide an estimate of the funding for a full School and of the associated annual PFI costs. Individual Schools can then use this information to update budget plans and enable prudent financial planning.</p> <p>The remodelling proposals will address this issue by making the sixth form classrooms larger to accommodate bigger classes. The Council is awaiting information on the revenue impact to School of the proposals in future financial years.</p> <p>The funding proposals from 2018/19 onwards that are being consulted on include adding annual Retail Prices Index (RPIX) inflation to the specific PFI funding factor which would mean that the top slice increases at the same rate as the PFI contracts which are also based on RPIX. However, this would not affect each School's standard annual contribution.</p>

### Mossley Hollins High School

- 3.6 Of the six written responses received by the Directorate of People, three were associated with Mossley Hollins High School. One was associated with the Headteacher of the school and one with the governors of the school (**Appendix 3**).

Concerns	Directorate of People Response
<p>At the time of the 2006 Building Schools for the Future (BSF) bid, the school requested to increase to an admission number of 180 but this was rejected by the DfE</p>	<p>In 2006, the Office for National Statistics did not predict any population growth for Tameside or within England. Indeed the Council was requested to decrease the number of secondary places for the Department for Children, Schools and Families (DCSF) because of this as it was at a time of high surplus places. All of this was considered within the governance process at the time. In 2006, there were 3190 secondary school places and this was reduced to 2796 through the rationalisation of six schools into three through the BSF process.</p> <p>The proposal for Mossley Hollins High School is that the increase in pupil numbers would be on a temporary basis to accommodate the high level of secondary pupils for a period of approximately seven years. The school can then revert back to a lower admission number if it wanted to at that point.</p>
<p>The school was designed to accommodate five forms of entry not six</p>	<p>The school was built to accommodate 6 forms of entry with 25 students per class as a school management request which dictated the number of spaces within the new build. However, the actual spaces were equipped for 30 students per class because the build was funded as a 5 form entry intake (30 per class). We had to make sure that if the management of the school changed, that children (30) could be accommodated in each of the class spaces, the classrooms are approx. 55m<sup>2</sup>.</p> <p>School has already asked for some changes to take place which involves reducing the size of the LRC to create an additional office space and redesigning the current staff room to make the kitchen area into its own room.</p>
<p>We have already increased our Published Admissions Number from 150 to 156 to help reduce the deficit that the new school and PFI costs have created.</p>	<p>The additional pupils going into Mossley Hollins are welcome now that the number of pupils going into secondary schools is beginning to increase.</p>
<p>If the Local Authority needs our school to be formally 6 forms of entry with an intake of 900 students, further accommodation would need to be built onto the school as a matter of urgent necessity.</p>	<p>The Published Admission Number (PAN) for each school is determined annually and is broadly based on the Net Capacity Assessment (NCA) for the school. The NCA is derived from a formula devised by the Department for Education which measures the capacity of the school, taking into account the total space available and the amount of both general and specialist teaching areas. The formula calculates the total number of pupils that the school can</p>

	<p>accommodate. This is then divided by the number of year groups in the school to give the Indicated Admission Number (IAN) for each year group.</p> <p>With the accommodation available, the net capacity assessment for Mossley Hollins shows that the school can have an indicated admission number of 800 (<b>Appendix 4</b>)</p>
<p>There will be an impact on standards if the school has to increase numbers as this will mean that lower ability groups will need to increase in size</p>	<p>Mossley Hollins High School is currently in a strong position with respect to standards. Although results in 2016 were not as positive as had been hoped there is a strong tradition of academic excellence at the school and there is no reason to suppose that these would automatically be reduced as a consequence of increased numbers. Moreover, the additional numbers that would be coming into the school would in the main be coming from primary partner schools where there is a proven track record in terms of transition and shared intelligence. Leadership in the school is strong, and the school's processes and routines have become embedded over the past few years. The Directorate's view is that the school has the leadership capacity to respond to the new demands of increased numbers, whilst at the same time using the additional resources that this will bring to the benefit of all of the students. The size of a school is only one of the factors that will dictate the quality of a school.</p>
<p>There are other schools in the borough who could absorb the surplus</p>	<p>The Council has been in discussion with all Tameside secondary schools for at least five years and had hoped to address the issue with the cooperation of all schools. However, only three schools have volunteered to take additional pupils and so the Council is now left with no alternative but to make these proposals to ensure it can meet its statutory duty to secure sufficient places in the borough.</p> <p>If the Council does not progress the proposals in this report then it will have no alternative other than to put forward proposals for a second free school in the borough.</p>

#### **4 CONSULTATION ON TAMESIDE ADMISSION ARRANGEMENTS FOR ALL COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS FOR 2018/19**

- 4.1 The Council consulted on two amendments to the admission arrangements for community and voluntary controlled schools, one relating to waiting lists and one relating to the number of parental preferences on each application for a school place.
- 4.2 The proposed amendment to waiting lists are mainly administrative. Currently, when a school year group is full, the School Admissions Team maintains a waiting list and this is held in oversubscription criteria order. If a place becomes available then it is offered to the

pupil at the top of the waiting list. The proposed change is aimed at speeding up the process of allocating a place as it will now include the following text:

- *“A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents, it is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.”*
- *“If a parent is offered a place from the waiting list and rejects it or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be removed from that waiting list.”*

4.3 The proposed amendment to the number of parental preferences that can be nominated in an application for a school place is to change this from six to three. In March 2012, following the publication of a new School Admissions Code, the Council made the decision to increase the number of parental preferences from three to six in line with neighbouring boroughs to prevent Tameside children being disadvantaged against children from other boroughs applying for a place in Tameside.

4.4 The Council was made aware that neighbouring local authorities were considering plans to reduce the number of preferences that parents could nominate. In fact, only Derbyshire County Council has reduced to three preferences. Whilst neighbouring local authorities retain six parental preferences, it is in the interests of Tameside parents to do the same and so this consultation option will not be pursued.

4.5 No responses were received relating to proposed changes to waiting lists or the number of parental preferences on each application for a school place.

4.6 Of the six responses received to the consultation, two related to the consultation on Tameside Admission Arrangements for all community and voluntary controlled schools for 2018/19. One was from the Headteacher of Alder Community High School and one was from a parent of a primary aged child living in the Mossley area.

Concerns	Directorate of People Response
<p>Partner primary schools</p> <p>I would also like to point out that Greave Primary is the second closest primary school (after Gee Cross Holy Trinity) and Tameside residents are being denied the opportunity to send their children to Alder because their child does not attend a 'Tameside Primary School'. I would like Greave to be added to our list of partner primaries.</p>	<p>Whilst it is acknowledged that some of the pupils from Greave Primary School may live in Tameside, the reason for rejecting other potential oversubscription options for Tameside primary schools was to balance the statutory requirement for Tameside to provide sufficient places for Tameside residents against a geographical legacy of schools being on the geographical borders. This was discussed in detail in the Executive Cabinet report of 24 June 2015 and August 2015. Under the previous oversubscription criteria parents of children educate outside the borough would have fallen within category 5 (distance) and therefore there is no appreciable difference. It is not recommended to add Greave Primary School to the list of partner primary schools.</p>
<p>My child doesn't attend a partner primary school but we live in Mossley. Will they be</p>	<p>The oversubscription criteria were reviewed in August 2015 and agreed with the School</p>

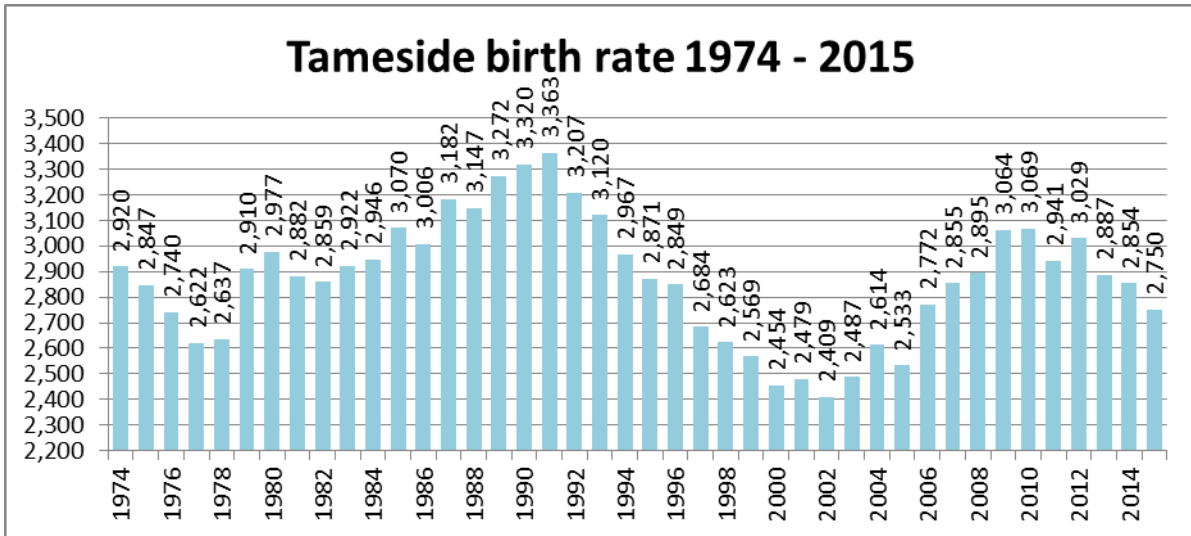
eligible for a place at Mossley Hollins High School.

Adjudicator. From the limited information provided in the consultation response, it is likely that the application will be considered under Criterion 5 – any other applications after applications from Criteria 1 – 4 of the oversubscription criteria. In the previous two years when the same criteria were used to allocate places, pupils in a similar position would not have been allocated a school place.

The School Admissions Code does not allow admission authorities to set oversubscription criteria which actively discriminate against applications on the grounds of the local authority area that they live in. This is discussed in detail in section 5 of the Executive Cabinet report from 24 June 2015 <http://www.tameside.gov.uk/executive/cabinet/24jun15/agenda> .

## 5 INCREASES TO PUBLISHED ADMISSION NUMBERS AND CONSIDERATION OF FACTORS AND RECOMMENDATIONS

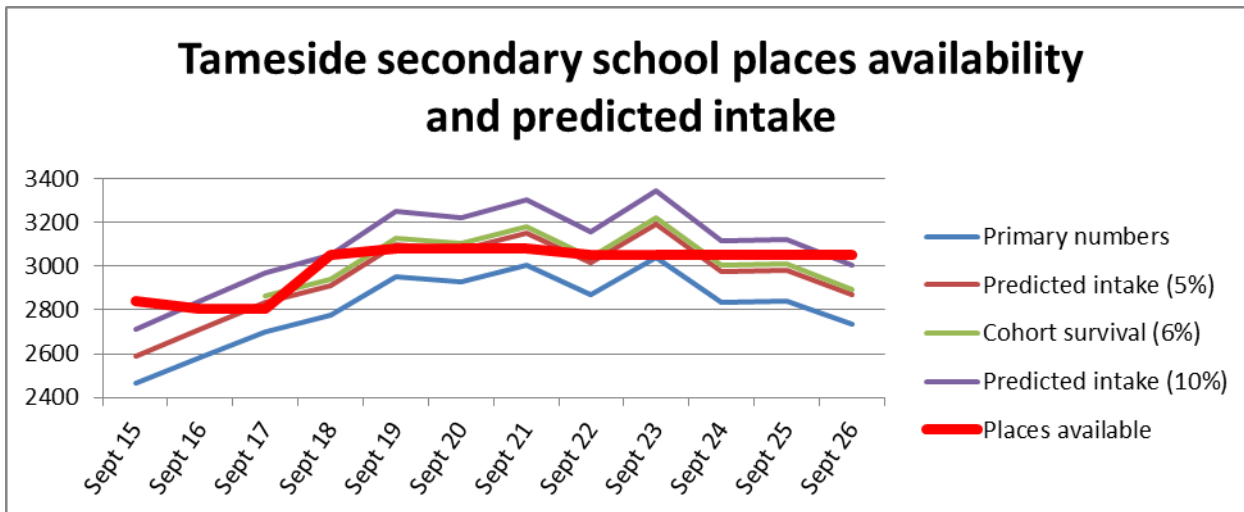
- 5.1 The Council has been proactive in tackling the issue of rising births over recent years. The Published Admission Number (PAN) has been increased at many primary schools but these primary pupils are now beginning to move through to secondary schools and more needs to be done to accommodate all pupils. From the graph below, it can be seen that the surge in births is not expected to be a permanent issue as it has begun to fall. Therefore, proposals need to be a mix of permanent and temporary as these will become surplus in years to come.



- 5.2 Tameside Council is the admission authority for six community schools in the borough and therefore can propose increases in published admission numbers at its own schools. Those schools in the borough that are voluntary aided or academies are in control of the own published admission numbers and the Council cannot dictate increases in these schools.
- 5.3 Tameside Council has a statutory duty to secure sufficient places for all pupils resident in the borough but the ability to directly procure these places is limited to its community schools. Officers from the Council have been talking to Headteachers at all schools in Tameside but

particularly from voluntary aided schools and academies for a number of years to encourage them to put forward proposals to increase their admission numbers in view of the increase in numbers coming through from primary schools. Only two schools have agreed to an increase, St Damian's RC Science College (an additional 15 places per year group from September 2017) and Copley High School (an additional 30 places per year group from September 2019 as a bulge for three to four years depending on demand). West Hill School's governing body is considering a small increase (an additional 5 places per year group from September 2018).

- 5.4 Members will be aware that there is a successful free school application for Tameside that has been proposed by the Laurus Trust, a multi-academy trust with Cheadle Hulme High School as its founder member school. This will bring an additional 180 places per year group from September 2018.
- 5.5 Tameside has used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. A bulge group in secondary schools is somewhat different to a bulge class in a primary school due to the different nature of how learning takes place. Primary provision is largely based in one classroom so a bulge class can be accommodated with the addition of one classroom which were often accommodated in either surplus accommodation such as a room that was used as a community room or IT suite within a school or in a demountable classroom. Secondary schools pupils move around school for different lessons and also learn in specialist resources such as science labs and so a bulge group requires a more detailed look at the accommodation required.
- 5.6 Given the predicted number of pupils for September 2018 and for the following six years, the Council now has little choice but to put forward proposals to increase numbers in its community schools even though three out of the four schools are objecting to the increase. The following graph illustrates the issues.



- 5.7 A number of factors are used to predict how many year 7 places will be needed in the borough. These include birth rates, the number of pupils in primary schools, in year pupil movement and planned housing developments. These factors give a range within which demand for school places need to be assessed. For many years, the Council has used an average of Year 6 numbers plus 5% to give an indication of demand. However, in recent years that has increased to 6% and the amount of planned housing development and inward migration gives the Council cause to look at even higher numbers than in previous years hence the range of values in the chart above and table below.

	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22	Sept 23	Sept 24	Sept 25	Sept 26
Primary numbers	2699	2773	2953	2926	3002	2870	3038	2832	2839	2732
Predicted intake (5%)	2834	2912	3101	3072	3152	3014	3190	2974	2981	2869
Cohort survival (6%)	2861	2939	3130	3102	3182	3042	3220	3002	3009	2896
Predicted intake (10%)	2969	3050	3248	3219	3302	3157	3342	3115	3123	3005
Places available	2806	3050	3080	3080	3080	3050	3050	3050	3050	3050

5.8 It can be seen that even with the proposed increase in places from this consultation and the new free school opening, there is still a need for additional places in future years.

5.9 The following tables outline the nature of the proposals needed to accommodate the increases in the four secondary schools.

Proposal	Increase the published admission number at <b>Alder Community High School</b> from 155 to 180 from September 2018
Bulge or permanent increase	Permanent
Building work / remodelling required to accommodate additional pupils	This involves the construction of a four-classroom extension, and the remodelling of existing P.E. changing and toilet areas. In addition, two classrooms to be created from existing internal areas and the adaptation of a general classroom into a “dry” science laboratory in area G of the school.
Indicative initial cost of building work / remodelling	Further work is required to refine the costs however Interserve has estimated a total build cost of £1,155,824 plus VAT. Additional costs for contract management, SPV fees and Interserve overheads and profit will need to be added. It would be prudent to make allowance for a capital budget of <b>£1.5 million</b> at this stage.
Additional considerations (e.g. increased FM costs; increased PFI costs)	There will be increased FM costs for the four- classroom extension. There may be some additional costs for increased catering provision. Some other life-time costings may be avoided as a result of the conversion of spaces. Firm figures have been requested from Interserve and are expected at the end of January or early February.  Additional costs will also include loose furniture and equipment – currently estimated at £10,000.

Proposal	Increase the published admission number at <b>Astley Community High School</b> from 150 to 180 from September 2018
Bulge or permanent increase	Permanent
Building work / remodelling required to accommodate additional pupils	The project is an internal remodelling of some existing classrooms to create or re-locate specialist teaching areas. Three Science Labs and a Science Prep room are required in the main building (remodelled from general classrooms) and some rooms in the modular building need to be converted into general classrooms. A specialist Music Room, a Drama Room and a Food Technology Room are also required and can be created by remodelling existing accommodation. The school's dining hall is also in need of new flooring.
Indicative initial cost of building work / remodelling	An indicative budget cost of <b>£450,000.00</b> subject to further work to refine detail, procurement and tendering.

Proposal	Increase the published admission number at <b>Astley Community High School</b> from 150 to 180 from September 2018
Additional considerations (eg increased FM costs; increased PFI costs)	In addition to the remodelling costs there is likely to be further expenditure on some specialist equipment and furniture.

Proposal	Increase the published admission number at <b>Hyde Community College</b> from 210 to 240 from September 2018
Bulge or permanent increase	Bulge
Building work / remodelling required to accommodate additional pupils	<p>Conversion of the construction shed to provide four standard size and a further smaller classroom; conversion of the 6<sup>th</sup> form area to provide four classrooms and conversion of the 6<sup>th</sup> form lecture theatre to provide a further classroom</p> <p>The above describes a range of projects that could be carried out depending on the finances available and are listed in priority order.</p>
Indicative initial cost of building work / remodelling	<p>The costs below are indicative and shown for each area</p> <p>Construction Shed (4.5 classes) - <b><u>£590,150</u></b></p> <p>6<sup>th</sup> Form Area (4 classes) – <b><u>£210,460</u></b></p> <p>6<sup>th</sup> Form Lecture Theatre (1 class) - <b><u>£218,400</u></b></p>
Additional considerations (eg increased FM costs; increased PFI costs)	<p>FM costs will increase to take account of the additional floor area. There will be an increase in catering costs. Additional furniture will be required – allow <b><u>£20,000</u></b> for new classroom furniture. Lifecycle costs will also need to be added.</p> <p>A deed of Variation will be required and there will also be Legal costs incurred in addition to the works above.</p> <p>The detailed mechanical and electrical aspects are still being developed and once this specification is agreed costs will be able to be firmed up. At this stage based on similar schemes elsewhere it is estimated that the <b><u>ANNUAL maintenance costs (including cleaning) will amount to £16,500.</u></b></p> <p><b>The Lifecycle costs</b> (across the remaining contract life) are also dependent on the final M&amp;E specification but are likely to be of the order of <b><u>£51,500.</u></b></p>

Proposal	Increase the published admission number at <b>Mossley Hollins High School</b> from 156 to 180 from September 2018
Bulge or permanent increase	Bulge
Building work / remodelling required to accommodate additional pupils	Additional pupils expected to admitted without additional building works or remodelling



Proposal	Increase the published admission number at <b>Mossley Hollins High School</b> from 156 to 180 from September 2018
Indicative initial cost of building work / remodelling	<b>Nil</b>
Additional considerations (eg increased FM costs; increased PFI costs)	There may be additional costs for catering provision.

5.10 Without progressing the above proposals, the Council will need to consider how it can meet its statutory responsibility to provide sufficient places in the borough. The only way that the Council could reasonably do this would be to bring forward proposals for a second free school.

## 6. FINANCIAL RESOURCES

- 6.1 Basic need funding has been allocated to local authorities by the DfE. This is because local authorities are responsible for ensuring that there are sufficient schools locally to meet demand. Local authorities can use this money to fund projects at any publicly-funded schools, including voluntary-aided schools, academies and existing or new Free Schools where they address basic need pressures. The DfE accepts that this funding only delivers 80% of the investment needed for mainstream places and about 60% to 70% for special school places. The DfE request annual updates about how Basic Need funding has been used each year and how many new places it has created.
- 6.2 The Council was allocated £12,488,962 Basic Need capital funding for the two financial years 2016/17 to 2017/18, to support the delivery of capital projects necessary to increase the capacity of schools and meet increased demand for places. Unfortunately, the Council has not been allocated any basic need funding for 2018/19. Only £3,921,698 of these allocations have already been formally earmarked for existing schemes on the capital programme. This means that there is still £8,567,264 of unallocated Basic Need funding available on the capital programme to support the capital costs of the proposed works.
- 6.3 The estimated capital cost of providing the increase to the published admission number at the four secondary schools referenced in Section 5.9 of this report totals £2.969m. These costs need to be both confirmed and assessed from a value for money perspective, as a matter of urgency. The revenue implications of the additional accommodation also need to be confirmed as soon as possible by the PFI providers to enable the Council to draft updated governing body agreements that reflect the increased contributions required from each School as a result of the proposals.
- 6.4 It is important to note that significant numbers of additional pupil places will still be required beyond the proposals relating to the four community schools in this report. The establishment of new free schools may also require a financial contribution from Basic Need resources.

## **7. FUTURE DEMAND FOR SCHOOL PLACES**

- 7.1 The birth rate in Tameside has fallen slightly overall in the last four years and this is following the same pattern of the birth rate curve in the borough over the last 40 years. The current prediction is that the birth rate will continue to fall but as with the last high in births which was not as high as the peak in 1991; the low may not be as low as it was in 2002. In effect, the curve appears to be flattening out.
- 7.2 Should this pattern continue, the need to increase primary school places diminishes but it increases in secondary schools as the rise in the population moves through primary schools as discussed in Section 5.7 – 5.8 of this report.

## **8. NEXT STEPS**

- 8.1 All admission authorities are required to determine their admission arrangements by 28 February 2017 and a copy must be submitted to the Council. All admission arrangements must be published on the Council website by 15 March 2017 together with notice informing members of the public that they may write to the Schools Adjudicator by 15 May should they have objections to the arrangements.
- 8.2 The 2014 School Admission Code requires the Local Authority to refer an objection to the Schools Adjudicator, if it is of the view that the admission arrangements determined by other admission authorities are unlawful. The Local Authority must also make a report to the Schools Adjudicator about the admission arrangements of schools in the area by 15 May each year. This report must include information about how admission arrangements in the area serve the interests of looked after children; children with disabilities and children with special educational needs; an assessment of the effectiveness of Fair Access Protocols; the number and percentage of lodged and upheld parental appeals and any other issues the local authority may wish to include.
- 8.3 The determined admission arrangements of all Academies and Voluntary Aided schools will be reviewed in light of comments sent as part of the consultation and at that point a decision will be made about referrals to the School Adjudicator if it is felt that any arrangements do not comply with the Code.

## **9. RECOMMENDATIONS**

- 9.1 As set out on the front page of this report.

# APPENDIX 1

**From:** [R O'Regan](#)  
**To:** [Jacqueline Nurney](#)  
**Cc:** [Catherine Moseley](#); [Susan Keymer](#)  
**Subject:** Consultation on admissions arrangements for September 2018  
**Date:** 09 November 2016 13:16:30

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Dear Jacqueline

Regarding the consultation on proposed admission numbers for community schools I would like to make the following comments:

#### **Admission numbers**

Governors will only agree to the proposed increase in students numbers from 155 to 180 once we have written confirmation from the LA in terms of agreed plans for building works. We will not reduce the quality of existing provision by admitting large numbers of students without appropriate works being done.

Having completed a detailed analysis of the proposed curriculum for 2021 and beyond with a view to there being 900 students in the school, I have submitted some suggestions to Susan Keymer. Susan and myself have met briefly to look at existing space and how to make the best use of it alongside the need for some extra accommodation in order to minimise the costs. I am keen to work with the LA for the benefit of the students who are currently at Alder and may be coming to Alder, but if we are to scale up, the provision needs to also scale up otherwise we will compromise on quality of provision.

#### **Partner primary schools**

I would also like to point out that Greave Primary is the second closest primary school (after Gee Cross Holy Trinity) and Tameside residents are being denied the opportunity to send their children to Alder because their child does not attend a 'Tameside Primary School'. I would like Greave to be added to our list of partner primaries.

Thank you

Richard O'Regan  
Head teacher  
Alder Community High School  
Mottram Old Road  
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## APPENDIX 2

**From:** M Howarth [mailto:m.howarth@mossleyhollins.com]  
**Sent:** 01 November 2016 10:15  
**To:** Jacqueline Nurney  
**Cc:** Catherine Moseley; Bob Berry  
**Subject:** Consultation on Admission Arrangements for 2018-2019  
**Importance:** High  
**Sent on behalf of** Drew Duncan, Executive Headteacher, Mossley Hollins High School

**Admission arrangements: MOSSLEY HOLLINS HIGH SCHOOL IS OFFICIALLY DESIGNED AS A 5-FORM ENTRY PAN OF 750 SCHOOL FOR ITS MARCH 18TH OPENING  
RESPONSE TO CONSULATION 31ST OCTOBER 2016**

Dear Jacqueline,

I have already spoken to Bob at length about this as part of the consultation and know that it is vital that we rectify a significant error on the consultation documentation re-admissions.

Catherine will know, as she has been with me throughout the process, that Mossley Hollins High School was and remains a 5-form entry school. The new building – please check the facts for yourselves – was built for a PAN of 750 students.

In the Bredbury Agreement I did push for a PAN of 180 per year group at the time we were re-shaping the number of new schools and buildings we would have in Tameside and I got general agreement for an optimum size of c900 for Tameside's new suite of secondary schools under BSF. This never came to pass, as Catherine will remember, because the DfE asked us to build 2 academies as a significant illustration of our willingness to compromise in relation to our BSF bid. As a result two large Academies were built in that round.

Consequently, Mossley Hollins High School was not given permission to take 900 students and was built for a PAN of 750 (namely, a 5-Form Entry School). The permission was granted only to build a like-for-like replacement of the old building for the new with the continuation of a PAN of 750.

In the design-process as a sample school (where I worked with 12 then 6, then 3 and finally one set of architects) a school was built for us on the basis of a 5-form entry despite my best efforts to make it bigger.

This explains why each Faculty area has a maximum of 5 classrooms for the 5 forms and 5 sets. English has 5 rooms, Mathematics 5 rooms, Science 4 rooms (we wished to build one 'super-lab', thus reducing capacity further). Humanities has 5 rooms as has Arts' and Sport. Technology has 4 rooms (this was again to ensure that the Technology rooms were of ample size for 4 larger groups on at once from the 5 forms) and MFL has two rooms.

You must study the school and its rooming for yourself and its floor plan to see just how precisely it is designed for 5 forms of entry.

As a result of significant under-funding projections as a PFI contributor over 25 years which we have been fighting unsuccessfully ever since, the Governing Body of MHHS realised that it would move quickly and permanently into deficit unless it requested a slight increase in the PAN. With heavy heart, given the severe limitations of the building to take more than 750 students, I did this in consultation with Catherine and with our neighbours, Copley High School (now Copley Academy).

We had no other choice for funding reasons. The PAN moved to 156 per year and has remained at this since – a total of 780 pupils.

With appeals and the hard-to-place protocols we are now approaching an cohort of 800 pupils. With this in mind, the timetabler was set the task of creating 6 forms of around 27 students in each. At the time, when I made my plans clear to the LA and the BSF team I was urged not to allow 6 Forms with a PAN of 750 as they would not be able to provide the classrooms or floor-space to accommodate the groups. I was determined, however, to ensure that children in lower sets and our most disadvantaged children had the opportunity to be taught well in the correct size groups. I acknowledge that this has made real demands on the existing building. Despite my best efforts this has proved enormously difficult to manage and we have had to make use of the library, open spaces and small meeting rooms to timetable existing classes.

In turn we have had to use designated cupboards as offices for staff and cut already small rooms in half with very expensive subsequent building work. This already is far from satisfactory. In addition the pressures on stairwells and corridors in a new building are already unacceptable. The alternative solution, which would have been possible from a rooming point of view, was to have class sizes of c32 (x5) which would be totally unacceptable for all groups other than top sets, especially middle to lower sets from a an educational standards' point of view.

It was our decision to make a 5 form-entry school take 6 forms, wherever possible, though you will know it was not designed as such. For the Local Authority now to pretend that it is actually, in terms of numbers or design, a 6 Form Entry school is disingenuous and takes no account of our written and oral communications to the contrary since its inception in 2011 on the new site. As you will know a 6-Form Entry school has the capacity to hold 900 students (and a PAN of 180 per year group) whereas our building's footprint, design and classroom space are equipped for only 750 students and are struggling under the density of almost 800 students. We requested at the time a 6 Form Entry School with 900 students and this plan was declined by the Local Authority and BSF Board.

I would wish this formal response to the consultation to be noted. Please feel free to check all facts from the time of the BSF bid and application. For the school to create 6 groups wherever possible and have 6 forms of 27 children was a decision it made on the basis of sound educational practice, trying to get the best for its learners. If the Local Authority needs our school to be formally 6 forms of entry with an intake of 900 students, further accommodation would need to be built onto the school as a matter of urgent necessity. It simply would not be possible for us to cater for such growth in any other way.

Yours sincerely,  
Drew Duncan  
Executive Headteacher  
Mossley Hollins High School  
Droylsden Academy

**To whom it may concern**

As Chair of Governors, Headteacher and Executive Headteacher at Mossley Hollins High School we write to raise our significant objections to the proposed change to admission numbers for our school. Whilst we understand the change in demographic in the local authority, we cannot support a further increase in numbers at Mossley Hollins High School. This letter accompanies the formal response to the consultation by our Executive Headteacher.

The documentation is based on an error that we are formally a 6-Form Entry School. Prior to 2011 in the old building the school had an annual PAN of 150 and a capacity number of 750. In the BSF re-design process leading to the opening of the new building in 2011 we did push for a PAN of 180 and a capacity number of 900. This proposal was rejected at the time. As you will see from the contract and legal documentation of the time, the new building was based on an annual PAN of 150 and a capacity number of 750.

The designated floor area of the school and the number of classrooms per subject were designated for a 5-Form Entry (please refer to the plans showing 5 classrooms for each of the main faculties, 4 classrooms for science, 4 classrooms for Technology, 4 classrooms for the Performing Arts and 2 classrooms for Modern Foreign Languages). As a team of governors and senior leaders, we were determined to keep middle and lower sets below 30. The only way to achieve this was to create 6 classes where possible, on at once. In doing so we had no choice but to make teaching use of the library, small open spaces, our nurture base and small meeting rooms as classrooms for the lower sets (as they host only 17 children). To compensate we made many of the designated store-rooms into staff offices.

In June 2012 we had an emergency budget meeting with the Headteacher, the Governors' Finance Committee and the Business Manager. In that meeting the Business Manager alerted us to her projected budget figures as part of a 3 year and 5 year plan. It was clear that, despite being oversubscribed (due to the debit accrued from the Gains' Cap), as a result of the PFI and ICT maintenance costs, the school would move into significant deficit in Year 3. The school has always operated a balanced budget and the governors did not approve this projection.

The only solution was to increase slightly pupil numbers, putting further strain on the library, small open spaces, our nurture base and small meeting rooms (all of which are currently used as classrooms). At this time the Headteacher approached the Local Authority to request an increase to the Year 7 PAN from 150 to 156, stating that we had to do this for financial reasons but could not deal with increased numbers beyond this point. This was accepted. In 5 years' time from the date of this change the governors were aware that the school's capacity, on a 750 footprint, would necessarily rise to 780 maximum.

As a consequence of appeals and hard to place decisions the school, despite being built for 750 students, houses 785. This has caused considerable difficulties with rooming, changing areas, assemblies, dining, corridors and stairwells. We are already failing to meet the needs of our students in a purpose-built building that was meant to be future-proof by design. You will see, therefore, that we have already exploited every available space in the existing building to accommodate our current numbers. It would be reckless to do more.

Your consultation is now asking us to receive a PAN of 180 students where capacity would result in 900 students in the building, over time. This cannot be done, and as leaders of the school we reject the proposal unanimously and in the most serious terms. This school, our students and staff and this town must not be treated in this way where there are other schools in Tameside under-subscribed.

The main error is that the Local Authority, despite knowing otherwise, appears to be claiming that the building was designed for a 6-Form Entry, and therefore 180 students per year group. This is not the case and is untrue. In fact, the Headteacher worked to try to reach agreement on such a situation at the time but his plans were rejected. The school building and contract is based on a PAN of 750. We already house 35 students above capacity.

The school could work with the Local Authority, if detailed plans and agreement were reached on extending the building and the costs of that work being provided. Without such an extension we cannot support any further rise in pupil admissions.

We note from the consultation that two other schools are also included in the proposal. Both schools are Community Schools. In the case of Hyde we understand that this may be possible. After all, the BSF building was designed to house a Sixth Form that did not materialise so its footprint may be capable of housing rising admissions. In the case of Alder, just as ourselves, without significant building extension the school could not take any rise in admissions.

There are of course academies in the authority that are heavily undersubscribed and whose buildings could easily accommodate the extra places required by the rising admissions but they do not appear in the proposal, which leads us to the only conclusion that, should the Local Authority not listen to our objection we would have no alternative but to seek Academy status.

As partners in education we ask you to listen to our objection, take our concerns seriously and not proceed with the proposal to raise the PAN at Mossley Hollins High School.

Yours sincerely,

**Stuart Marshall,**  
Headteacher

**Drew Duncan,**  
Executive Headteacher

**John Denton, Chair of Governors**  
**Mossley Hollins High School**

Copy to: Catherine Mosley, ....Jacqueline Nurney and Stephen Pleasant

# APPENDIX 3

## Response to consultation regarding increasing Pupil Admission Number for Hyde Community College to 240 from September 2018

To whom it may concern

This response is written in the full knowledge that the term 'consultation' is being used in its broadest sense and I believe that the decision to increase the PAN at Hyde Community College has already been made by LA representatives. For example, recently approved planning applications already reference a levy to contribute towards the increase in places:

*10.2 In accordance with the Community Infrastructure Levy Regulations 2015, which is intended to provide infrastructure to support development, rather than to make individual planning applications acceptable in planning terms, it is agreed additionally with the applicant, so as to compensate for the impact of the development on the demand for school places, other terms of the agreement would be that a financial contribution of £886 per 2-bedroom dwelling, £1,234 per 3-bedroom dwelling and £1,353 per 4 bedroom dwelling be made towards education made toward increasing the number of places available at Hyde Community College to accommodate increases in secondary school pupils in the area.  
(Ref: Planning Application Number 16/00054/OUT)*

However, it would be extremely remiss of me to fail to outline issues around this decision which have the potential to result in a hugely negative impact on students, staff and general standards at the school.

### Finance

Hyde Community College is currently in a precarious financial position of which the LA finance team are well aware.

Please bear in mind that Hyde has historically been a 180 PAN school. When the new build was proposed, *LA representatives* requested that the school be designed for a 210 PAN as they were aware that a 'bulge' in numbers was coming. Unfortunately, since opening, whilst the school would have been at capacity year on year with a PAN of 180, we are still (up to and including September 2016) under capacity with a PAN of 210. Throughout this time, we have had to pay FM and ICT costs *based on full capacity*. This has resulted in *a significant and worsening in-year deficit* situation each year which, despite the foresight and skill of our Business Manager, means that the school will, for the first time, have a negative outturn in 2017.

In response to this worsening financial position, we have cut spending and reduced staffing. This means that we have larger classes and, in particular, more students in lower sets which is detrimental to their progress; we also have split classes (different teachers timetabled to the same group) which is far from ideal. In allocating 30 extra students to the September 2018 intake, we will have no alternative but to increase staffing as room sizes in this building are restrictive. Funding for these additional students will not only fail to cover these additional staffing costs but will not come into school until April 2019.

Based on current staffing levels and cohorts of 210 from September 2017, our current budget plan indicates that by 2020 we could accumulate a *deficit in excess of £1.6 million*. If we had been full to capacity in a 180 PAN school or charged on admissions rather than on the building's capacity since January 2012, we would be in a healthy financial position. Taking on more staff for September 2018, 7 months before we are funded for it will clearly exacerbate this situation.

	2016-17	2017-18	2018-19	2019-20
Income	£5,578,182	£5,745,165	£6,028,983	£6,183,459
Expenditure	£6,190,471	£6,186,797	£6,333,469	£6,487,627



In year surplus/deficit	-£612,288	-£441,632	-£304,486	-£304,168
Surp/Deficit b/fwd	£6,476	-£605,812	-£1,047,445	-£1,351,930
Cumulative carry forward	-£605,812	-£1,047,445	-£1,351,930	-£1,656,098
				Forecasts for 2018 onwards will clearly worsen significantly as staffing increases before pupil-related funding.

#### Questions:

- When the Government devolves funding directly to schools (from 2019?) how will the LA support our recovery from the deficit they have been instrumental in creating?
- When the Government devolve funding directly to schools, what will happen in relation to the PFI contract to which ALL schools in the LA currently contribute through 'top-slicing' and further, what will happen to the PFI charges for individual schools to address the affordability gap?
- How will the national funding formula affect the school's budget – will we be able to employ enough staff to educate 1200 students from what is left after PFI charges?
- Will (what little) remodelling (there is) lead to greater FM costs and if so how will the school sustain increased costs when pupil numbers begin to drop?
- Inflation costs are forecast to rise significantly; how will this impact on future PFI charges?

#### Accommodation

In the very brief discussion that LA representatives had with the school in October 2015 I clearly stated that the school, fully supported by Governors, much preferred NOT to increase the PAN to 240. It was made clear by the LA representatives that the closure of the school's Sixth Form would be used as a lever to make the case that the school could accommodate an extra 150 students with minimal structural change. This is far from accurate. As was pointed out at the time, 180 Sixth Form students who are in the building for a part of the week and are taught in small groups or in a vocational setting (Construction) do not equate to 150 full time KS3 and KS4 students who are in full time and require classroom space all at once and in larger groups, social space all at once and appropriate catering facilities and dining space. It was made clear at this meeting that in moving Hyde to a 240 PAN, the LA would invest in adapting the building to make it fit for purpose – this is clearly not going to happen and so the following issues arise:

- ***The current catering facilities will not cope with the extra pupils.*** Despite our PFI contribution being based on full capacity of a 210 PAN school, lunch queues are excessive and service is slow due to understaffing. This will only worsen if Carillion FM choose to move away from cashless catering.
- We will be unable to provide adequate supervision at lunchtimes within the current funding situation.
- We will be unable to ensure pupil safety with 150 more bodies in circulation spaces at any one time – especially on stairs and fire exits.
- A large portion of our Sixth Form provision was accommodated within the Construction Shed – this is not fit for purpose as designated teaching space due to the constant noise from plant within the space and a lack of adequate fenestration and heating. Apparently this is 'too expensive' to remodel and yet could provide a number of good classrooms.
- The LA representative sent into school to plan remodelling saw no reason to involve any school staff in that process. This person is not an educationalist and does not have as in-

depth an understanding of the school's needs as a member of school staff. This is likely to result in what little funding there is having little or no impact on the situation in real terms.

- The school has not been at the forefront of discussions about re-modelling.
- The school is currently 117 students below capacity with a 210 PAN. A further 150 students will be an **increase of 28.6%** on the school's current numbers with no real investment in extending the learning environment in a manner that is conducive to good learning at KS3 and KS4. This will not benefit our current or future students.
- Class sizes will need to rise; we will be unable to accommodate this when there are insufficient classrooms that are large enough.
- Are good quality mobile classrooms and/or a **mobile catering/dining area** worth considering as they could be sold on when numbers begin to fall and would take some traffic from inside the building?
- Open learning spaces which are not appropriate for whole class teaching due to high background and intrusive noise levels need to be adapted to create high quality teaching spaces to enable us to meet our obligations to the Hearing Impaired students based at the school.
- We are already struggling to accommodate the number of students we have needing special access arrangements for external exams – how will we be supported to ensure adequate provision for the extra students?
- The school's assembly and exam venues are based on 210 students per year group.
- Practical classrooms are limited to the number of students able to use them safely so class sizes are limited in Design Technology, Food and Science and so the number of classes will have to be increased which will necessitate employing more teachers.
- Changing rooms were designed based on a PAN of 210.
- In a time of financial crisis, the school will need more furniture to accommodate more pupils.
- Traffic from parents collecting/dropping off students means that Old Road is already congested and dangerous at the start and end of school every day – this will worsen with 150 more students.
- The funds carefully put aside by the school over the last five years to fund refresh of ICT facilities have been swallowed up by PFI charges and the school is now in a position where basic ICT equipment (PCs, projectors, laptops) are beginning to fail and there is no money to replace them. ***There will not be enough equipment to resource 150 more students.*** The hugely expensive and unsuccessful ICT contract negotiated for us by the LA has failed our students and staff and has further drained precious resources.

## Standards

Hyde Community College is a **good** school with high aspirations and a talented team of staff.

The impact of LA actions on the school over time is having a negative impact:

- The school ***has already raised its PAN*** to contribute to accommodating the increase in pupil numbers but is now being asked to do so again. How many other Tameside schools have had to do this?
- Raising the PAN from 2012, at the LA's request, has resulted in a significant financial deficit which will impact on the recruitment and retention of quality teachers and TAs.

- The shortfall in numbers after raising the PAN to 210 has meant that we have had to take far more than our fair share of in-year admissions – for example 29 students have been admitted to our current Year 9 cohort; how many at Alder or Mossley Hollins? It is accepted that many students moving in-year have issues either with behaviour or attendance and the majority have low prior attainment. Our intake is now even further skewed towards the lower ability range and contains a relatively high proportion of students with behavioural issues. This leads to additional workload and stress for teaching and pastoral staff. If this continues, standards will fall despite our best efforts.
- The best performing schools within the LA have a PAN of 180 or less; this is not a coincidence. Hyde's PAN has already been raised once to 210 with devastating financial consequences.
- Against a backdrop of educational unrest and the impending 'perfect storm' of a teacher recruitment crisis at the same time as increasing numbers, we will lose good staff if working conditions deteriorate and pressure mounts even further.

The most recent letter received from the Access and Inclusion team to inform us of the consultation process states: "We have previously discussed increasing the admission number at Hyde Community School to 240 per year group and we have liaised with the school for some time to ensure that any necessary changes are planned to be able to accommodate the increase." The 'discussion' comprised one brief meeting in October 2015 and the 'liaison' has been two visits to consider amendments to accommodation, one of which involved no school staff and the second of which I joined in with despite not having been invited.

I **fully** understand the urgent need for more secondary school places in Tameside, although I do not understand why this is only being addressed at this very late stage and with such little discussion/planning with the schools concerned. These students have already been in primary schools for six years and this lack of timely strategic planning at LA level for secondary provision will lead to significant negative impact on the life chances of our youngsters.

As stated, I am aware that this increase will be enforced but without any of the assurances made in the initial brief discussion actually coming to fruition as of yet. One thousand two hundred students will be squeezed into a building which will struggle to cope with its current limit of one thousand and fifty. This will certainly alleviate a proportion of the LA's problem of the shortfall in places, but will not ensure the best possible learning experience for those students nor the best possible working environment for staff.

In short, whilst one Tameside secondary built for a PAN of 240 is reducing its PAN to 180 to improve standards, our school is being forced to go above and beyond any other in Tameside to resolve an issue that is not of its making and **without adequate support or investment from the LA** to protect current standards of provision. When these standards fall as a result however, it will be the school that is directly answerable to Ofsted.

*ARadcliffe*

Andrea Radcliffe  
Headteacher

21<sup>st</sup> October 2016

## GOVERNORS RESPONSE FOR CONSULATION INTO INCREASING PUPIL NIMBERS AT HYDE COMMUNITY COLLEGE

When we were designing and building Hyde Community College (HCC) the word that was used throughout was 'legacy'. What would be the outcomes of our endeavors for generations of pupils and families in years to come?

Our brief was to build a school that held 180 pupils per year group. Based on a five year cycle that meant 900 in the building. That figure was increased during the planning to 210/1050. And finally to 210/1050 + 120 (sixth form). The additional cost of the sixth form to be borne by a 'presumption grant' awarded by DfE because of the progress the school had made during previous years.

As the school was part of the Building Schools for the Future (BSF) programme and a Private Funding Initiative (PFI) the project was automatically overseen by a Local Education Partnership (LEP) which included the Local Authority (LA). The design of the sixth form was always based on a fluid population because of the nature, time and rooming involved in respect of the differing subjects. That is to say that not every enrolled student needed to be in college all day every day. On that basis the sixth form area was designed and developed.

We were not made aware until it was too late that our financial contribution to our 'landlord' was to be based on capacity and not students on role. A significant difference that is without doubt detrimental to our budget and our ability to spend money where it matters, on the students. Not only did this draconian measure apply to our landlords fees it was also applied to the ICT contract. We have no say in who delivers the service nor the content or cost of the contract.

We are now for the first time in over twenty years in a parlous situation with our budget which has been brilliantly managed. We have made cutbacks and therefore savings, but we still have to provide an education for our students.

Currently we are proud to be able to say that we have a first class building, super talented staff and students who are, in the main, happy to learn in an outstanding environment. We have just had our best GCSE results ever. There are many reasons why this has occurred. Such achievements can be wiped out in a moment and would be if we had to spend money we have not got and increase numbers in a school that is not designed for it. We know our students and families well, because our numbers are manageable, it goes without saying that it would be infinitely more difficult with greater numbers, particularly if they are reluctant students.

We have now been asked to increase our numbers to 240 per year group. To facilitate this increase we would need to address space management, staffing, not only teaching but support staff and the ancillary services of cleaning, caretaking and catering. All of which require MONEY, which as I have already stated we have not got. To pretend for one moment that an increase in numbers will raise a per capita amount is nebulous, when you consider how we are drained by our PFI commitments. Additionally we understand that the 'bulge' in numbers is only temporary. What will happen as it subsides and the per capita amount decreases. Will our landlord accept a reduction in our contribution for a building that is now deemed to have a capacity of 1200? Unlikely. We will be stuck with a building that has excess furniture, too many staff, a deteriorating fabric and most likely many of our loyal and talented staff will have fled the mayhem that will ensue from an increase in numbers that appears to have been ill-considered and for which there is no funding available.

The students of Hyde deserve better. The increase in numbers appears to be from other areas of Tameside, so address it in situ where at all possible, Pupils being directed to a school not of their choosing are not the best students.

Every pound taken from our budget to fund this project is a pound taken from the students it was meant for.

You have assisted us in becoming a GOOD school, don't be the catalyst destroying it.

Chris Daly  
Chair  
9.11.16

# APPENDIX 4

## Net Capacity Assessment Method for Secondary Schools

DfES/0749/2001

Please read the Net Capacity guidance (DfES/0739/2001REV) before filling in this form for the first time. This form can be used to assess any secondary, middle deemed secondary or upper school. It is easiest to use the computer spreadsheet, available at [www.dfes.gov.uk](http://www.dfes.gov.uk) (search for 'netcapacity'). Use this page to identify the basic information required. List all spaces in the Net Area Schedule on page 2 (following the notes on the facing page). All boxes shaded in grey will be worked out automatically in the computer spreadsheet. The 'Declaration of Accuracy' should be signed by the Head Teacher and a representative of the Local Education Authority.

### School Details

LEA	Tameside																															
DfES LEA/school number	357-4018	date	Feb-17																													
school name	Mossley Hollins																															
age range	11	to	16																													
utilisation factor	0.75	u																														
			<table border="0"> <tr> <td>9 - 13</td> <td>0.83</td> <td>11 - 18</td> <td>0.71</td> </tr> <tr> <td>10 - 13</td> <td>0.81</td> <td>12 - 18</td> <td>0.70</td> </tr> <tr> <td>11 - 13</td> <td>0.79</td> <td>13 - 18</td> <td>0.69</td> </tr> <tr> <td>11 - 16</td> <td>0.75</td> <td>14 - 18</td> <td>0.67</td> </tr> <tr> <td>12 - 16</td> <td>0.73</td> <td>16 - 18</td> <td>0.63</td> </tr> <tr> <td>13 - 16</td> <td>0.72</td> <td></td> <td></td> </tr> <tr> <td>14 - 16</td> <td>0.69</td> <td></td> <td></td> </tr> </table>	9 - 13	0.83	11 - 18	0.71	10 - 13	0.81	12 - 18	0.70	11 - 13	0.79	13 - 18	0.69	11 - 16	0.75	14 - 18	0.67	12 - 16	0.73	16 - 18	0.63	13 - 16	0.72			14 - 16	0.69			
9 - 13	0.83	11 - 18	0.71																													
10 - 13	0.81	12 - 18	0.70																													
11 - 13	0.79	13 - 18	0.69																													
11 - 16	0.75	14 - 18	0.67																													
12 - 16	0.73	16 - 18	0.63																													
13 - 16	0.72																															
14 - 16	0.69																															
first admission year (if below 16)																																
normal year of admission	Y7	for instance 'Y7'																														
number of years up to age 16	5	a	number of years, up to age 16, that those in the admission year will be at this school (e.g. '5')																													
planned admission number	180	b	if known; if in Y12, further agreed admission number beyond those 'staying on'																													

**If applicable:** complete the boxes below if the school is on a small or split site or has more than one year of admission.

no. of sites  i

total site area (m<sup>2</sup>)  m

(second admission year, if applicable) (Y12 year, if applicable)

Y12  f

c  g

e  h

$e = (c \times d) / b$        $h = (f \times g) / b$

<b>sixth form data</b>	FTE NoR In Year 11	FTE pupils staying on post-16	'stay-on rate'		<b>If applicable:</b> complete these boxes if the school has a sixth form.
this year	<input type="text"/>	<input type="text"/>	<input type="text"/>	i	Post-16 numbers should only include pupils remaining at the school in Years 12 to 14. Calculate the 'stay-on rate' to nearest two decimal places by dividing the post-16 numbers by the PREVIOUS Year 11 (e.g. 1.33). In new sixth forms use proposed numbers.
last year	<input type="text"/>	<input type="text"/>	<input type="text"/>	j	
year before last	<input type="text"/>				
average sixth form 'stay-on rate'			<input type="text"/>	k	$(i + j) / 2$
number of age groups	5	n			$(a + e + h + k)$

<b>If applicable: Description of LEA designated Early Years and Childcare provision, if any</b>	non-school and support provision, not normally available to the school during the school day
<input type="text"/>	Including the age range and the number of places involved. Enter area in 'net area' column and note with an 'E' at step 4
<b>LEA designated specially resourced facilities, if any</b>	non-school facilities (such as a community library, multi-agency facilities, or youth centre) or support facilities (such as a SEN support centre or a Learning Support Unit). Include the number of any additional specially resourced places, if applicable. Enter area in 'net area' column and note with an 'R' at step 4
<input type="text"/>	
<b>LEA designated adult learning facilities, if any</b>	(such as City Learning Centres, teacher training, or other Lifelong Learning facilities). Enter area in 'net area' column and note with an 'A' at step 4
<input type="text"/>	

Net Area Schedule (and allocation of workplaces)

DFES no. 357-4018 school name Mossley Hollins

STEP 1				STEP 2				STEP 3	STEP 4	
Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m <sup>2</sup> )	Net Area (m <sup>2</sup> )	general	light practical	heavy practical	large & perform.	Basic Workplaces	Resource Workplaces	Status
<b>Totals</b>			<b>4614</b>	<b>87</b>	<b>8</b>	<b>9</b>	<b>1</b>	<b>1308</b>	<b>772</b>	
MH12	Music Practical		70	1				30	14	T
MH13	Music Theory		59	1				30	7	T
MH16.1	Pract 1		11	1				0	5	T
MH16.2	Pract 2		10	1				0	4	T
MH17.1	Drama Theory		60	1				30	7	T
MH17.2	Drama Practical		71	1				30	15	T
MH18	Sports Hall		600	0			1	60	8	T
MH19	Movement & Dance Hall		93	1				30	29	T
MH21	Fitness Hall		62	0		1		0	13	T
MH26.1	Interview		9	1				0	3	U
MH30.6	Music Homebase		78	0		1		17	0	T
MH35.1	Deputy head		9	1				0	3	U
MH44	Admin		24	1				0	13	U
MH46.6	Workroom		19	1				0	10	U
MH47	Repro		14	1				0	7	U
MH48.2	PDO		9	1				0	3	U
MH54	Music Store		17	1				0	9	U
MH55	Drama Store		17	1				0	9	U
MH57.1	Store		37	1				0	22	U
MH57.2	Store		19	1				0	10	U
MH57.3	Store		8	1				0	1	U
MH66	Consumables + Maint St		27	1				0	15	U
MH14	Control/edit		9	1				0	3	U
MH22	PDC		29	1				17	0	T
MH23	Office		9	1				0	3	U
MH24	On Board		54	1				30	3	T
MH25	Nurture		52	1				30	2	T
MH26.2	Interview		9	1				0	3	U
MH29	LRC + Community		134	1				60	27	T
MH31	Head		15	1				0	7	U
MH32	PA		10	1				0	4	U
MH33	Conference		37	1				0	22	U
MH36	Business Man.		11	1				0	5	U
MH41	Exam store		12	1				0	5	U
MH49.1	ICT Server Office		12	1				0	5	U
MH49.2	ICT Server Rm		19	1				0	10	U
MH89	Staff area		52	1				0	32	U
MH1.1	English/MFL 1		55	1				30	4	T
MH1.2	English/MFL 2		58	1				30	5	T
MH1.3	English/MFL 3		55	1				30	4	T
MH1.4	English/MFL Lab 4		55	1				30	4	T
MH1.5	English/MFL 5		58	1				30	5	T
MH1.6	English/MFL 6		58	1				30	5	T
MH1.7	English/MFL 7		58	1				30	5	T
MH3.1	Humanities 1	excluded	Included	1				30	4	T
MH3.2	Humanities 2		55	1				30	4	T
MH3.3	Humanities 3		55	1				30	4	T
MH3.4	Humanities 4		58	1				30	5	T
MH3.5	Humanities 5		58	1				30	5	T
MH16.3	Pract		15	0	1			0	2	T
MH34	Assist. Head		8	1				0	3	U

Net Capacity Assessment Method for Secondary Schools

DFES/0749/2001

DfES no. **357-4018** school name **Mossley Hollins**

STEP 1				STEP 2				STEP 3	STEP 4	
Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m <sup>2</sup> )	Net Area (m <sup>2</sup> )	general	light practical	heavy practical	large & perform.	Basic Work places	Resource Work places	Status
MH35.2	Deputy Head		9	1				0	3	U
MH46.1	Workroom, admin, store		30	1				0	17	U
MH46.3/52	Workroom, admin, store		27	1				0	15	U
MH48.1	PDO		9	1				0	3	U
MH48.3	PDO		9	1				0	3	U
MH52	Store		7	1				0	2	U
MH2.1	Maths		55	1				30	4	T
MH2.2	Maths		55	1				30	4	T
MH2.3	Maths		55	1				30	4	T
MH2.4	Maths		56	1				30	5	T
MH2.5	Maths		55	1				30	4	T
MH4.1	Lab 1		89	0	1			30	2	T
MH4.2	Lab 4		81	0	1			29	0	T
MH4.3	Lab 3		91	0	1			30	3	T
MH4.4	Lab 2		99	0	1			30	6	T
MH38	Office		8	1				0	3	U
MH40	PDO		9	1				0	3	U
MH46.2 / 51	Workroom, admin, store		27	1				0	15	U
MH46.4	Staff Work		33	1				0	19	U
MH57.7	Tech Store		11	1				0	5	U
MH59	Technician Lab		52	1				0	32	U
MH64	Site man. Office		9	1				0	3	U
MH2.8	Store		12	1				0	5	U
MH6.4	ICT		55	0	1			18	0	T
MH10	Art Classroom		108	0	1			30	10	T
MH11	Art Classroom		64	0	1			22	0	T
MH28	Kiln		7	1				0	2	U
MH39	Upper school		9	1				0	3	U
MH46.5	Work, admin, store		28	1				0	16	U
MH48.4	PDO		8	1				0	3	U
MH49.75	HUB		9	1				0	3	U
MH56 / 61	Prep + Store		52	1				0	32	U
MH70.8	Store		7	1				0	2	U
MH70.10	Store		5	1				0	1	U
MH30.3	Humanities Homebase		44	1				27	0	T
MH49.34	Humanities breakout		69	1				30	13	T
MH30.1	English Homebase		42	1				25	0	T
MH49.37	English breakout		90	1				30	27	T
MH30.2	Maths Homebase	excluded	Included	1				27	0	T
MH49.52	Maths breakout		69	1				30	13	T
MH30.4	Science Homebase		52	1				30	2	T
MH4.6	Science breakout		55	1				30	4	T
MH49.117	Science breakout		9	1				0	3	T
MH49.66	Demo Area		19	0	1			0	1	T
MH6.1	Theory + Design		55	0	1			0	11	T
MH49.70	Multi materials breakout		13	1				0	6	T
MH9	Multi Materials (hard)		65	0	1			0	14	T
MH6.2	Theory + Design		57	0	1			0	12	T
MH49.71	Multi materials breakout		11	1				0	5	T
MH7	Multi Materials (soft)		65	0	1			0	14	T
MH6.3	Theory + Design		51	0	1			0	10	T
MH8	Food Tech		73	0	1			16	0	T
MH49.72	Food Tech breakout		11	1				0	5	T
MH64.10	Food Tech breakout		8	1				0	3	T



**Net Capacity Assessment Method for Secondary Schools**

DfES/0749/2001

DfES no. **357-4018** school name **Mossley Hollins**

STEP 1				STEP 2				STEP 3	STEP 4	
Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m <sup>2</sup> )	Net Area (m <sup>2</sup> )	general	light practical	heavy practical	large & perform.	Basic Work places	Resource Work places	Status
<b>TOTALS</b>										
			4614	87	8	9	1	1308	772	

**Capacity Calculation**

Basic Workplaces      Resource Workplaces

Workplaces Not Included in Capacity Calculation (if measured)			
early years and childcare facilities	0	0	workplaces in spaces marked 'E' at step 4, as described under School Details
specialist resourced facilities	0	0	workplaces in spaces marked 'R' at step 4, as described under School Details
adult learning facilities	0	0	workplaces in spaces marked 'A' at step 4, as described under School Details

All calculations below should be rounded down to the nearest whole number.

Workplaces Included in Capacity Calculation	1308	p	772	q	totals of all workplaces except those shown above as excluded or marked 'W' at step 4
workplaces available in teaching spaces	1308	t			basic workplaces in spaces marked 'T' at step 4, or $(p + q) \times 70\%$ , if lower
capacity based on teaching spaces	936	r			$((t-60) \times u)$ (u from School Details)
basic workplace allowance	75	s			$(75 \times l)$ , plus 50 if (m) is less than $(10,000 + (30 \times r))$
maximum workplaces available	936	v			(r), or $((p - s) \times 70\% \times u)$ , if higher
minimum workplaces available	842	w			$(v \times 90\%)$
capacity based on planned admission no.	900	x			$(b \times n)$
<b>Net Capacity</b>	<b>900</b>	<b>y</b>			if x is more than v, then $y = v$ if x is between v and w, then $y = x$ if x is less than w, then $y = w$

first admission year		
indicated admission number	180	z
		$(y / n)$ rounded down (n, c, e, f and h as calculated under School Details)

(second admission year, if applicable) (Yr12 year, if admission, if applicable)

$(z \times e) / c$        $(z \times h) / f$

**Declaration of Accuracy**

We confirm that we are satisfied with the accuracy of the information given under School Details and the status of spaces (step 4 of the Net Area Schedule) on this form.

Signature of Head Teacher	<input type="text"/>	Date	<input type="text"/> / <input type="text"/> / <input type="text"/>	Signature on behalf of Local Education Authority	<input type="text"/>	Date	<input type="text"/> / <input type="text"/> / <input type="text"/>
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## APPENDIX 5

### TAMESIDE MBC: COMMUNITY HIGH SCHOOLS PUBLISHED ADMISSION NUMBERS - 2018 ENTRY

<b>School</b>	<b>Published Admission Number</b>
Alder Community High School	180
Astley Sports College and Community High School	180
Denton Community College	270
Hyde Technology School & Hearing Impaired Resource Base	240
Longendale Community Language College	180
Mossley Hollins High School	180

# APPENDIX 6

## ADMISSION ARRANGEMENTS FOR TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS 2018/19 ACADEMIC YEAR

### 1 INTRODUCTION

- 1.1 These arrangements apply to the admission of children to Tameside community and voluntary controlled primary schools in the normal admissions round for the academic year 2018/19. Tameside will operate an equal preference scheme. These arrangements do not apply to those being admitted for nursery provision including nursery provision delivered in a co-located children's centre;
- 1.2 Children in Tameside are eligible for a Reception place from the beginning of the school year in which they become 5 years old. However they do not become of compulsory school until the start of the term after their fifth birthday. Parents may therefore request that their school place be deferred until later in the school year and if they do this the place will be held for the child. However they cannot defer entry beyond the beginning of the term after the child's fifth birthday. Parents of summer born children can request that their child is placed outside their age range if they feel that their child will not be ready for school. Parents can also request that their child attends on a part time basis until the child reaches compulsory school age.
- 1.3 Parents of children who are admitted for nursery provision must apply for a place at the school if they want their child to transfer to the reception class; attendance at a nursery or co-located children's centre does not guarantee admission to the school.

### 2 APPLYING FOR A PLACE IN A TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOL SEPTEMBER 2018

- 2.1 If you are a Tameside resident you must make your application online to Tameside Local Authority, even if you wish your child to attend a school in another Local Authority area. You should put your child's name down at any Tameside primary school by the beginning of **October 2017**.
- 2.2 Tameside primary schools will forward details of all the children who have been registered with them to the Local Authority Admissions Team, who will send out details of how to apply online in November 2017. Details will include where to view Starting Out and a letter explaining how to make your application. You should use your application to apply for any primary school, whether this is in Tameside or in another Local Authority area. Application details may also be obtained from the School Admissions Section at Tameside MBC. Starting Out will be available on Tameside's website. NB: Each school application should be discussed with all parents and carers of the child, and only one application may be submitted for each child.
- 2.3 The local authority may verify information you provide on your application, which could involve contacting other departments of the local authority. In instances where the information provided is different from that held by them, they may use the information on the application to investigate further. If false or misleading information is given, Tameside local authority has the right to withdraw the offer of a school place.
- 2.4 If you are not a Tameside resident you must make your application to the Local Authority where you live, even if you wish your child to attend a Tameside school. Applications must

be returned in accordance with your own local authority's specific instructions and not to Tameside.

### **3 THE PROCESS**

- 3.1 The application will invite parents to indicate a preference for up to 3 schools, and then to rank the schools in order of preference, parents will also be able to give reasons for each preference.
- 3.2 Your online application must be submitted by the closing date of **15 January 2018**, with any supporting information / evidence if appropriate.
- 3.3 The council will follow the timetable set out in the coordinated admissions scheme. Late applications will be dealt with as late and ranked after all applications received by the deadline.
- 3.4 Changes to preferences, ranking order, or pupil details, will not be allowed after the closing date of **15 January 2018**, except in exceptional circumstances, for example, if the family has recently moved address. Evidence must be provided to support the request. An intention to change address cannot be considered by the local authority until the move has actually taken place and proof is available, or parents may provide a solicitor's letter confirming an exchange of contracts on a property, or a tenancy agreement and proof of disposal of current property. No changes can be considered even where there are exceptional circumstances, once information has been exchanged with other admission bodies because the allocations process has commenced. In the case of primary schools this cut-off date is the **9 February 2018**.
- 3.5 Notification of offers of a single school place will be sent out to parents on **16 April 2018**. These notifications will also inform parents of their right of appeal, and who to contact, if an application has not been successful.
- 3.6 Parents will not receive multiple offers.

### **4 PUBLISHED ADMISSION NUMBERS FOR TAMESIDE COMMUNITY AND VOLUNTARY CONTROLLED PRIMARY SCHOOLS**

- 4.1 A list of all Tameside community and voluntary controlled primary schools, with their respective Published Admission Numbers, can be found here: <http://www.tameside.gov.uk/schools/admissions/1819>
- 4.2 Where applications for admission to any school exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit.

### **5 CRITERIA FOR ALLOCATING PLACES TO OVERSUBSCRIBED SCHOOLS**

- 5.1 Children with statements of special educational needs where the school is named will be allocated places before the oversubscription criteria are applied. The criteria for oversubscription for community and voluntary controlled primary schools are:
  - 1. Looked after Children or children who have previously been looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.**

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided

with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989)

## **2. Children and families with exceptional medical or social needs**

Written evidence must be provided by a suitably qualified professional – e.g. a GP or consultant for medical needs, or a social worker for social needs – the information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child. A panel of officers from Tameside MBC will make a decision as to whether to admit a child under this criterion, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

## **3. Sibling**

This will apply where there are brothers or sisters attending the school or the linked junior school at the time of application, who will still be attending at the time of admission, i.e. in the September when a pupil is admitted to Reception. Preference will be given to pupils living nearest to the school.

The sibling criterion includes; natural sisters/brothers; half sisters/brothers; step sisters/brothers; adopted sisters/brothers; sisters/brothers of fostered children; children of the parent/carer's partner, and in each case living at the same address. This allows for the admittance of children whose siblings will still be attending the preferred school.

## **4. All other applications on distance**

Preference will be given to pupils living nearest to the school taking into account ease of access to and distance from alternative schools.

Ease of access will be considered when parents provide details of particular reasons that mean their child could reach their nearest school but will have a disproportionately long journey to another school if denied admission to their nearest school. Details must be provided in with the application.

Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.

- 5.2 Where oversubscription occurs in applying either criteria 1, 2 or 3, priority will be given to those pupils living nearest the school, measured as a straight line (as above).
- 5.3 The address from which distance will be measured will be the permanent residential address, at the time of application, of the parent with whom the child is normally resident. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week.
- 5.4 In the event of distances being the same for 2 or more applications where this distance would be the last place/s to be allocated, the place will be allocated to the pupil that is nearer using walking distance as measured using the local authority's school admissions data mapping software.

- 5.5 An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
- 5.6 In cases where twins, triplets, or other multiple birth siblings are split when allocations take place, they will be allocated a place over the Published Admission Number and will remain excepted pupils for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

## **6 SUMMER BORN CHILDREN**

- 6.1 In December 2014, the government issued non-statutory guidance to help admission authorities deal with parental requests for summer born children to be admitted out of their normal age group.
- 6.2 School admission authorities are required to provide for the admission of all children in the September following their fourth birthday, but flexibilities exist for children whose parents do not feel they are ready to begin school before they reach compulsory school age.
- 6.3 Where a parent requests their child is admitted out of their normal age group, the school admission authority is responsible for making the decision on which year group a child should be admitted to. They are required to make a decision on the basis of the circumstances of the case and in the best interests of the child concerned.
- 6.4 There is no statutory barrier to children being admitted outside their normal age group, but parents do not have the right to insist that their child is admitted to a particular age group.
- 6.5 A parent who chooses not to send their summer born child to school until they have reached compulsory school age may request that their child is admitted outside their normal age group - to reception rather than year 1.
- 6.6 Parents should submit reasons for requesting admission for their child outside of the normal age range together with their application. The online application provides space to do this and you should also submit views of medical professionals as necessary. A decision will be made taking account of parents' wishes, information about the child's academic, social and emotional development; and whether they have previously been educated outside their normal age group. Each request will be treated on an individual basis having regard to the views of an educational professional who will be involved in educating the child.
- 6.7 Each request and the evidence provided will be considered by a panel of officers from Tameside MBC who will make a decision on the parental request, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

## **7. ADMISSION OF CHILDREN OF UK SERVICE PERSONNEL**

- 7.1 The council acknowledges that service families are subject to movement within the UK and from abroad. Although the council is not able to reserve places for blocks of pupils we will consider requests, if accompanied by an official MOD letter declaring a relocation date and a Unit postal address or quartering area address. For in year admissions places will be allocated, subject to a place being available in the relevant year group, prior to moving. If we are unable to allocate a place at that time, parents will be offered the right to appeal.

## **8 IN YEAR TRANSFERS**

- 8.1 Parents wishing to apply for an in year transfer to a school in Tameside should apply using the Common Transfer Application Form. The Common Transfer Application Form can be obtained from the Headteacher of the school the child currently attends, if in Tameside or it can be downloaded from the Tameside Council website: [www.tameside.gov.uk/admissions](http://www.tameside.gov.uk/admissions).
- 8.2 Forms should be fully completed and submitted with any additional/supplementary documentation/evidence to the School Admissions Team to enable their application to be considered as quickly as possible.
- 8.3 If you want to transfer your child to a school in Tameside, you must apply through Tameside Council even if you live in another area. If you want to apply for a school in another area, you will need to contact that area for further details of what you need to do.
- 8.4 If a place is available in the requested year group, parents will normally be offered that place but there are some exceptions (see Fair Access Protocol section).
- 8.5 Parents will receive an offer of a school place through Tameside Council and this can take up to 20 school days.

## **9 IN YEAR FAIR ACCESS PROTOCOL**

- 9.1 All local authorities have a Fair Access Protocol for in year transfers that ensures the speedy admission of pupils who may experience difficulty in being allocated a school place, for example, if they have been out of school for a long period of time. With specific short term exceptions, all schools in Tameside are participants in the protocol, which may result in schools admitting pupils over their published admission number. Full details of the In Year Fair Access Protocol can be found on the Council's website <http://www.tameside.gov.uk/schools/primarytransfers>

## **10 WAITING LISTS**

- 10.1 If any school is oversubscribed the Council will maintain a waiting list. The waiting list will operate until the end of the relevant school year. Parents who have expressed the school as a preference and have not been offered a place at the school, or at a higher preference school, will automatically be placed on the waiting list. All pupils on the waiting list will be ranked according to the oversubscription criteria. When a place becomes available children who have been referred under the local authority's Fair Access protocol or who is the subject of a direction by the local authority to admit will be given precedence over any other children on the waiting list. Then any places will be offered to the highest ranked application received by the date the place becomes available. If new or late applications have a higher priority under the oversubscription criteria, they will be ranked higher than those who have been on the list for some time. If the circumstances of children on the waiting list change (eg they move house) they should inform the Council immediately and provide appropriate supporting evidence.
- 10.2 A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents, it is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.



- 10.3 If a parent is offered a place from the waiting list and rejects it or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be removed from that waiting list.

## **11 APPEALS**

- 11.1 Any parent who is refused admission to a preferred school has the right of appeal to an Independent Appeals Panel. For pupils with a statement of Special Educational Needs, an appeal can be made to the SEN and Disability Tribunal (details are included in the Statement).
- 11.2 Parents, who wish to appeal against the decision of the local authority to refuse admission to a preferred school, should do so in writing, setting out clearly why your child should go to that particular school. Information about appeals will be sent out with the allocation letter and can also be found on the School Admissions webpage <http://www.tameside.gov.uk/schools/admissions..>
- 11.3 The Appeals Panel will:
- be independent of the school and the LA;
  - give the appellant, who may be accompanied by a friend or be represented, the opportunity to make oral representation;
- 11.4 The Local Authority will:
- give the appellant at least ten school days notice of the time and place of the hearing;
- 11.5 The clerk will:
- send the appeal papers to the appellant at least seven working days before the hearing.
- 11.6 The appeal shall be decided by a simple majority of the votes cast, the chairman of the panel having a casting vote.
- 11.7 The decision of the Appeals Panel and the grounds on which it was made shall be communicated by the Clerk in writing to the appellant. That decision shall be binding on all parties. Subject to the above conditions, all matters of procedure shall be determined by the local authority.

## **ADMISSION ARRANGEMENTS FOR STALYHILL JUNIOR SCHOOL 2018/19 ACADEMIC YEAR**

### **1 INTRODUCTION**

- 1.1 These arrangements apply to the admission of children, currently attending an Infant School, to Stalyhill Junior School in the normal admissions round for the academic year 2018/19

### **2 PUBLISHED ADMISSION NUMBER FOR STALYHILL JUNIOR SCHOOL**

- 2.1 The Published Admission Number for entry in September 2018 is 60.

### **3 APPLYING FOR A PLACE AT STALYHILL JUNIOR SCHOOL SEPTEMBER 2018**

- 3.1 If your child attends Stalyhill Infant School, you will receive a letter in October 2017 from School Admissions advising you to apply online - using the online Application Form. . NB: Each online school application should be discussed with all parents and carers of the child, and only one application may be submitted for each child.
- 3.2 The Local Authority may verify information you provide on the form, which could involve contacting other departments of the Local Authority. In instances where the information provided is different from that held by them, they may use the information on this form to investigate further. If false or misleading information is given, Tameside Local Authority has the right to withdraw the offer of a school place.

### **4 THE PROCESS**

- 4.1 The online application form will open from 2<sup>nd</sup> November 2017 and will invite parents to indicate a preference for a place at Stalyhill Junior School, or at another Tameside primary school.
- 4.2 Forms must be submitted online by the closing date of 15 January 2018. Parents/carers are responsible for providing any supporting information / evidence if appropriate by the closing date.
- 4.3 Late applications will be dealt with as late and ranked after all applications received by the deadline.
- 4.4 Changes to pupil details, such as a change of address, cannot be considered after the closing date, 15 January 2018.
- 4.5 Decision letters in respect of places at Stalyhill Junior School will be sent out to parents on 16 April 2018. These letters will also inform parents of their right of appeal, and who to contact, if an application has not been successful.
- 4.6 If parents indicate that they wish their child to be considered for a place at another Tameside primary school for September 2018, they will be sent a transfer request form in May 2018. Completed forms should be returned to the Admissions Section by Friday 18 May 2018.

## **5 CRITERIA FOR ALLOCATING PLACES IF THE SCHOOL IS OVERSUBSCRIBED**

5.1 Where applications for admission to the school exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit. Children with statements of special educational needs where the school is named will be allocated places before the oversubscription criteria are applied. The criteria for over-subscription are:

### **5. Looked after Children or children who have previously been looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.**

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

### **2 Children who attend Stalyhill Infant School at the time of application**

### **3 Children and families with exceptional medical or social needs**

Written evidence must be provided by a suitably qualified professional – e.g. a GP or consultant for medical needs, or a social worker for social needs – the information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child. A panel of officers from Tameside MBC will make a decision as to whether to admit a child under this criterion, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

### **4 Sibling:**

This will apply where there are brothers or sisters attending the school at the time of application, who will still be attending at the time of admission, i.e. in the September when a pupil is admitted to Year 3. Preference will be given to pupils living nearest to the school.

The sibling criterion includes; natural sisters/brothers; half sisters/brothers; step sisters/brothers; adopted sisters/brothers; sisters/brothers of fostered children; children of the parent/carer's partner, and in each case living at the same address. This allows for the admittance of children whose siblings will still be attending the preferred school.

### **5 All other applications on distance**

Preference will be given to pupils living nearest to the school.

Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the Local Authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.

5.2 Where oversubscription occurs in applying either criteria 1, 2, 3 or 4, priority will be given to those pupils living nearest the school, measured as a straight line (as above).

5.3 The address from which distance will be measured will be the permanent residential address, at the time of application, of the parent with whom the child is normally resident. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of

school days per week. If the number of days is exactly equal the home address will be that of the parent who receives the Child Benefit.

- 5.4 In the event of distances being the same for 2 or more applications where this distance would be the last place/s to be allocated, the place will be allocated to the pupil that is nearer using walking distance as measured using the local authority's school admissions data mapping software.
- 5.5 An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
- 5.6 In cases where twins, triplets, or other multiple birth siblings are split when allocations take place, they will be allocated a place over the Published Admission Number and will remain excepted pupils for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

## **6 IN YEAR TRANSFERS**

- 6.1 Parents wishing to apply for an in year transfer to a school in Tameside should apply using the Common Transfer Application Form. The Common Transfer Application Form can be obtained from the Headteacher of the school the child currently attends, if in Tameside or it can be downloaded from the Tameside Council website: [www.tameside.gov.uk/admissions](http://www.tameside.gov.uk/admissions).
- 6.2 Forms should be fully completed and submitted with any additional/supplementary documentation/evidence to the School Admissions Team to enable their application to be considered as quickly as possible.
- 6.3 If you want to transfer your child to a school in Tameside, you must apply through Tameside Council even if you live in another area. If you want to apply for a school in another area, you will need to contact that area for further details of what you need to do.
- 6.4 If a place is available in the requested year group, parents will normally be offered that place but there are some exceptions (see Fair Access Protocol section).
- 6.5 Parents will receive an offer of a school place through Tameside Council and this can take up to 20 school days.

## **7 IN YEAR FAIR ACCESS PROTOCOL**

- 7.1 All local authorities have a Fair Access Protocol for in year transfers that ensures the speedy admission of pupils who may experience difficulty in being allocated a school place, for example, if they have been out of school for a long period of time. With specific short term exceptions, all schools in Tameside are participants in the protocol, which may result in schools admitting pupils over their published admission number. Full details of the In Year Fair Access Protocol can be found on the Council's website <http://www.tameside.gov.uk/schools/primarytransfers>

## **8 WAITING LIST**

- 8.1 If the school is oversubscribed the Council will maintain a waiting list. The waiting list will operate until the end of the relevant school year. Parents who have expressed the school as a preference and have not been offered a place at the school, or at a higher preference

school, will automatically be placed on the waiting list. All pupils on the waiting list will be ranked according to the oversubscription criteria. When a place becomes available children who have been referred under the local authority's Fair Access protocol or who is the subject of a direction by the local authority to admit will be given precedence over any other children on the waiting list. Then any places will be offered to the highest ranked application received by the date the place becomes available. If new or late applications have a higher priority under the oversubscription criteria, they will be ranked higher than those who have been on the list for some time. If the circumstances of children on the waiting list change (eg they move house) they should inform the Council immediately and provide appropriate supporting evidence.

- 8.2 A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents, it is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.
- 8.3 If a parent is offered a place from the waiting list and rejects it or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be removed from that waiting list.

## **9 APPEALS**

- 9.1 Any parent who is refused admission to a preferred school has the right of appeal to an Independent Appeals Panel. For pupils with a statement of Special Educational Needs, an appeal can be made to the SEN and Disability Tribunal (details are included in the Statement).
- 9.2 Parents, who wish to appeal against the decision of the local authority to refuse admission to a preferred school, should do so in writing, setting out clearly why your child should go to that particular school. Information about appeals will be sent out with the allocation letter and can also be found on the School Admissions webpage <http://www.tameside.gov.uk/schools/admissions..>
- 9.3 The Appeals Panel will:
- be independent of the school and the LA;
  - give the appellant, who may be accompanied by a friend or be represented, the opportunity to make oral representation;
- 9.4 The Local Authority will:
- give the appellant at least ten school days notice of the time and place of the hearing;
- 9.5 The clerk will:
- send the appeal papers to the appellant at least seven working days before the hearing.
- 9.6 The appeal shall be decided by a simple majority of the votes cast, the chairman of the panel having a casting vote.
- 9.7 The decision of the Appeals Panel and the grounds on which it was made shall be communicated by the Clerk in writing to the appellant. That decision shall be binding on all parties. Subject to the above conditions, all matters of procedure shall be determined by the local authority.

**CONSULTATION ON ADMISSION ARRANGEMENTS FOR  
TAMESIDE COMMUNITY HIGH SCHOOLS  
2018/19 ACADEMIC YEAR**

**1 INTRODUCTION**

- 1.1 These arrangements apply to the admission of children to Tameside community high schools in the normal admissions round for the academic year 2018/19. Tameside will operate an equal preference scheme.

**2 APPLYING FOR A PLACE IN A TAMESIDE COMMUNITY HIGH SCHOOL SEPTEMBER 2018**

- 2.1 If you are a Tameside resident you must make your application to Tameside Local Authority, even if you wish your child to attend a school in another Local Authority area.
- 2.2 Tameside primary schools will forward details of children eligible to transfer to secondary school in September 2018 to the Local Authority Admissions Team, who will send out details of how to apply in September 2017. The pack will contain details of where to view Moving On and a letter explaining how to make your application. You should use your application to apply for any secondary school, whether this is in Tameside or in another Local Authority area. Application details may also be obtained from the Admissions Section at Tameside MBC. Moving On will be available on Tameside's website. NB: Each school application should be discussed with all parents and carers of the child, and only one application may be submitted for each child.
- 2.3 The local authority may verify information you provide on your application, which could involve contacting other departments of the local authority. In instances where the information provided is different from that held by them, they may use the information on this form to investigate further. If false or misleading information is given, Tameside local authority has the right to withdraw the offer of a school place.
- 2.4 If you are not a Tameside resident you must make your application to the Local Authority where you live, even if you wish your child to attend a Tameside school. Application forms must be returned in accordance with your own local authority's specific instructions and not to Tameside.

**3 THE PROCESS**

- 3.1 The application will invite all parents to indicate a preference for 3 schools, and to rank the schools in order of preference, giving reasons for each preference. In allocating places, Tameside will operate an equal preference scheme.
- 3.2 Your application must be submitted by the closing date of 31 October 2017, with any supporting information / evidence if appropriate.
- 3.3 The council will follow the timetable set out in the coordinated admissions scheme. Late applications will be dealt with as late and ranked after all applications submitted after the deadline.
- 3.4 Changes to preferences, ranking order or pupil details, will not be allowed after the closing date of 31 October 2017 except in exceptional circumstances, for example, if the family has recently moved address. Evidence must be provided to support the request. An intention to change address cannot be considered by the local authority until the move has actually taken place and proof is available, or parents may provide a solicitor's letter confirming an

exchange of contracts on a property, or a tenancy agreement and proof of disposal of current property. No changes can be considered even where there are exceptional circumstances once information has been exchanged with the other admission bodies by the Council, because the allocations process has commenced. In the case of secondary schools this date is the 17 November 2017.

3.5 Notification of offers of a single school place will be sent out to parents on 1st March 2018. These notifications will also inform parents of their right of appeal, and who to contact, if an application has not been successful.

3.6 Parents will not receive multiple offers.

#### **4 PUBLISHED ADMISSION NUMBERS FOR TAMESIDE COMMUNITY HIGH SCHOOLS**

4.1 A list of all Tameside community high schools, with their respective Published Admission Numbers, can be found here: <http://www.tameside.gov.uk/schools/admissions/1819>

4.2 Where applications for admission to any school exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit.

#### **5 CRITERIA FOR ALLOCATING PLACES TO OVERSUBSCRIBED SCHOOLS**

5.1 Children with statements of special educational needs where the school is named in the statement will be allocated places before the oversubscription criteria are applied. The criteria for over-subscription for community secondary schools are:

**6. Looked after Children or children who have previously been looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.**

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989)

#### **7. Children and families with exceptional medical or social needs**

Written evidence must be provided by a suitably qualified professional – e.g. a GP or consultant for medical needs, or a social worker for social needs – the information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child. A panel of officers from Tameside MBC will make a decision as to whether to admit a child under this criterion, using the evidence provided. Parents/carers are responsible for providing all information in support of an application by the closing date, officers of the Council will not ask for additional information. All information provided will be treated in the strictest confidence.

#### **8. Sibling:**

This will apply where there are brothers or sisters attending the school at the time of application, who will still be attending at the time of admission, i.e. in the September when the pupil is admitted to Year 7. Preference will be given to pupils living nearest to the school.

The sibling criterion includes; natural sisters/brothers; half sisters/brothers; step sisters/brothers; adopted sisters/brothers; sisters/brothers of fostered children; children of the parent/carer's partner, and in each case living at the same address. This allows for the admittance of children whose siblings will still be attending the preferred school. In cases

where twins, triplets, other multiple birth siblings, or other siblings whose date of birth falls within the same academic year, are split when allocations take place, siblings will be offered a place at the same school which may not be a preference school named on the common application form.

**9. Children attending the named partner primary school at the time of application. Preference will be given to pupils living nearest to the school.**

Preference will be given to pupils living nearest to the school.

When a parent has moved from further than ½ mile to an address within ½ mile of a named partner school, whilst their child is in Year 5 or 6, and they have chosen to keep their child at their current primary school, this will be considered as an exceptional circumstance under criterion 4, provided details are given on the special circumstances form together with satisfactory evidence of the house move.

**10. All other applications on distance**

Preference will be given to pupils living nearest to the school.

- 5.2 Distance will also be used as a tie-breaker where oversubscription occurs within any of criteria 1 to 4. Preference will be given to pupils living nearest to the school.
- 5.3 Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.
- 10.4 The address from which distance will be measured will be the permanent residential address, at the time of application, of the parent with whom the child is normally resident. Where a child lives with parents with shared responsibility, each for part of a week, the home address is the address from which the child travels to school for the majority of school days per week.
- 10.5 An adoption order is an order under section 46 of the Adoption and Children Act 2002. A 'residence order' is as an order settling the arrangements to be made as to the person with whom the child is to live under section 8 of the Children Act 1989. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).
- 5.6 In the event of distances being the same for 2 or more applications where this distance would be the last place/s to be allocated, the place will be allocated to the pupil that is nearer using walking distance as measured using the local authority's school admissions data mapping software.

**6. ADMISSION OF CHILDREN OF UK SERVICE PERSONNEL**

- 6.1 The council acknowledges that service families are subject to movement within the UK and from abroad. Although the council is not able to reserve places for blocks of pupils we will consider requests, if accompanied by an official MOD letter declaring a relocation date and a Unit postal address or quartering area address. For in year admissions places will be allocated, subject to a place being available in the relevant year group, prior to moving. If we are unable to allocate a place at that time, parents will be offered the right to appeal.



## **7 IN YEAR TRANSFERS**

- 7.1 Parents wishing to apply for an in year transfer to a school in Tameside should apply using the Common Transfer Application Form. The Common Transfer Application Form can be obtained from the Headteacher of the school the child currently attends, if in Tameside or it can be downloaded from the Tameside Council website: [www.tameside.gov.uk/admissions](http://www.tameside.gov.uk/admissions).
- 7.2 Forms should be fully completed and submitted with any additional/supplementary documentation/evidence to the School Admissions Team to enable their application to be considered as quickly as possible.
- 7.3 If you want to transfer your child to a school in Tameside, you must apply through Tameside Council even if you live in another area. If you want to apply for a school in another area, you will need to contact that area for further details of what you need to do.
- 7.4 If a place is available in the requested year group, parents will normally be offered that place but there are some exceptions (see Fair Access Protocol section).
- 7.5 Parents will receive an offer of a school place through Tameside Council and this can take up to 20 school days.

## **8 IN YEAR FAIR ACCESS PROTOCOL**

- 8.1 All local authorities have a Fair Access Protocol for in year transfers that ensures the speedy admission of pupils who may experience difficulty in being allocated a school place, for example, if they have been out of school for a long period of time. With specific short term exceptions, all schools in Tameside are participants in the protocol, which may result in schools admitting pupils over their published admission number. Full details of the In Year Fair Access Protocol can be found on the Council's website <http://www.tameside.gov.uk/schools/primarytransfers>

## **9 WAITING LISTS**

- 9.1 If any school is oversubscribed the Council will maintain a waiting list. The waiting list will operate until the end of the relevant school year. Parents who have expressed the school as a preference and have not been offered a place at the school, or at a higher preference school, will automatically be placed on the waiting list. All pupils on the waiting list will be ranked according to the oversubscription criteria. When a place becomes available children who have been referred under the local authority's Fair Access protocol or who is the subject of a direction by the local authority to admit will be given precedence over any other children on the waiting list. Then any places will be offered to the highest ranked application received by the date the place becomes available. If new or late applications have a higher priority under the oversubscription criteria, they will be ranked higher than those who have been on the list for some time. If the circumstances of children on the waiting list change (eg they move house) they should inform the Council immediately and provide appropriate supporting evidence.
- 9.2 A place from the waiting list will only be held for two school days. Tameside Council will use the information provided on the original application to contact parents, it is the responsibility of parents to change their details with the School Admissions Team if they move house or change their phone number. If no response is received from a parent who has been offered a place from the waiting list within the 2 school day limit, it will be offered to the next child on the ranked list and so on until the place is filled.

- 9.3 If a parent is offered a place from the waiting list and rejects it or does not respond to requests by email or answerphone message to contact the School Admissions Team, they will be removed from that waiting list.

## **10 APPEALS**

- 10.1 Any parent who is refused admission to a preferred school has the right of appeal to an Independent Appeals Panel. For pupils with a statement of Special Educational Needs, an appeal can be made to the SEN and Disability Tribunal (details are included in the Statement).
- 10.2 Parents, who wish to appeal against the decision of the local authority to refuse admission to a preferred school, should do so in writing, setting out clearly why your child should go to that particular school. Information about appeals will be sent out with the allocation letter and can also be found on the School Admissions webpage <http://www.tameside.gov.uk/schools/admissions>.
- 10.3 The Appeals Panel will:
- be independent of the school and the LA;
  - give the appellant, who may be accompanied by a friend or be represented, the opportunity to make oral representation;
- 10.4 The Local Authority will:
- give the appellant at least ten school days notice of the time and place of the hearing;
- 10.5 The clerk will:
- send the appeal papers to the appellant at least seven working days before the hearing.
- 10.6 The appeal shall be decided by a simple majority of the votes cast, the chairman of the panel having a casting vote.
- 10.7 The decision of the Appeals Panel and the grounds on which it was made shall be communicated by the Clerk in writing to the appellant. That decision shall be binding on all parties. Subject to the above conditions, all matters of procedure shall be determined by the local authority.