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REPORT AUTHORISATION FORM 4.C.214**

**CITY OF CARDIFF COUNCIL  
CYNGOR DINAS CAERDYDD**

**CABINET MEETING: 16 March 2017**

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**SCHOOL ADMISSION ARRANGEMENTS 2018/2019 AND CO-  
ORDINATED SECONDARY SCHOOL ADMISSION  
ARRANGEMENTS 2018-2020**

**REPORT OF DIRECTOR OF EDUCATION**

**AGENDA ITEM: 11**

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**PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)**

**Reason for this Report**

1. In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.
2. This report is to inform the Cabinet of responses received following consultations on:
  - the Council's School Admission Arrangements 2018/19
  - the proposed implementation of Co-ordinated Secondary School Admission Arrangements for the period 2018-2020

**Background**

**School Admission Arrangements 2018/19**

3. In order to comply with the legislation above, School Admission Arrangements for implementation in the 18/19 academic year (i.e. From September 2018) must be determined on or before 15 April 2017.
4. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15<sup>th</sup> April in the school year beginning two years before the school year which the arrangements will be for. The reason for this is to give all stakeholders

the opportunity to comment fully in the consultation and then for parents to have certainty from the 15<sup>th</sup> April in making their arrangements for their child's education. If the Council does not carry out appropriate consultation and/or delays the determination of the admission arrangements there is a possibility that a legal challenge by way of judicial review could be brought. The Council also has to show that the admissions arrangements are lawful, in that they comply with all relevant legislation and School Admissions Code, in response to each appeal brought before the Independent School Admissions Appeal Panel. If the Council cannot show that the arrangements are lawful and that a pupil has been affected by the failing, then an appeal will be successful, meaning that the pupil has to be admitted to an already full school. As the Council has approximately 500 appeals per year, if a large number are successful because the admission arrangements are considered to be unlawful and a large number of pupils are affected by this, then there is substantial risk of overcrowding in many of the schools across Cardiff, which would be contrary to the Council's main statutory duty to promote high standards of education.

5. The Council's draft School Admissions Policy 2018/19 (see Appendix 1) was issued for consultation on 05 December 2016 and closed on 23 January 2017.
6. There was minimal change to the policy for 2018/19. The change made was as follows:
  - Clarification of the proximity measurement of pupils living in the same building i.e. flats/apartments. In such instances, the route assessment will be determined from the front entrance of each dwelling.

### **Coordinated Admission Arrangements Pilot**

7. In conjunction with the consultation on the School Admission Arrangements 2018/19, a public consultation on the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken (a copy of the consultation document can be seen at Appendix 2). This change does not constitute a change to policy but proposes a revised system for administering the admissions process in conjunction with other admission authorities operating in Cardiff.
8. Co-ordinated admission arrangements were introduced in England under the terms of the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2007.
9. There are currently no formal co-ordinated admission arrangements in Wales despite the Welsh Government recognising Cardiff has 30 Admissions Authorities (far more than any other Local Authority in Wales) of which 23 are Primary School Governing Bodies, 6 are Secondary School Governing Bodies and 1 is the Council.

10. At present parents apply for secondary education places by submitting a school admission form to the Admission Authority of their preferred school. Any request for admission to a Faith or Foundation school must be made directly to the Governing Body of that school. Requests for admission to any Community school must be made to the Council.
11. Whilst parents may apply for multiple schools and inform the Council of which community schools are their preferred option(s), they are not required to confirm whether they have made applications to other admission authorities nor which non-community school is their higher or lower preference. As a result, parents could be offered more than one school place for their child with some parents choosing to 'hold' offers for more than one school, preventing other children being offered these places.
12. As a result of this, whilst some parents receive offers for their child at multiple schools, other parents have been unsuccessful in securing a place at any of their school preferences.
13. Consequently, there is uncertainty as to which pupils will start at which schools as the order of parental school preferences is unclear at the time of application and some pupils remain unallocated after the first round of allocations.
14. The aim of this proposal is to create a fairer, more equitable system of allocating school places in Cardiff.

## **Issues**

### **Summary of the Council's School Admission Arrangements 2018/19 Consultation**

15. The Council's draft School Admissions Policy 2018/19 was issued for consultation on 05 December 2016 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities).
16. Additionally the Policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Responses were requested to be returned by 23 January 2017.

### **Responses received regarding the policy during the consultation period**

17. In total 47 responses were received, including a response from the Governing Body of Marlborough Primary School and a joint response from the Local Members for Penylan.
18. The views expressed were largely related to the Marlborough Primary School catchment area and demand for places/ oversubscription at Cardiff High School.

19. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate. The Council's response to each point can be seen underneath, under the heading "*Appraisal of views expressed.*"

#### Marlborough Primary School Governing Body response

20. A response from the Marlborough Primary School Governing Body included the following points (a copy of the full response can be seen at Appendix 3):
21. *Following a meeting with parents, the Governing Body are concerned that the current oversubscription criteria unfairly penalises families resident in the primary school catchment area by virtue of their geographic distance to Cardiff High School when compared with the other three primary schools.*
22. *The Governing Body have proposed family longevity of residence (or other similar criteria that removes unfairness of proximity) should take precedence over proximity.*
23. *The Governing Body also expressed concern that whilst parents attention was drawn to the consultation on Co-ordinated Secondary School Admission, they were not equally advised of the consultation on proposed school admission arrangements for 2018/19.*

#### Appraisal of views expressed

24. As with any admissions criteria, where a school is oversubscribed, some applicants will be admitted while others will not.
25. The criterion of residence within a school catchment area is one applied only in the instance of oversubscription, not as a qualifying criterion for eligibility. It is not permissible within the relevant legislation to guarantee the admission of all pupils within any catchment area to their catchment area school.
26. The introduction of a "length of catchment area residence" criterion would not be recognised as best practice. This point is referenced as per the Welsh Government's School Admissions Code 2.63, which refers to feeder primary schools and states that if Admission Authorities use this criterion, to do so with caution, as such arrangements can unduly disadvantage children who move into an area at a late stage and should consider the impact that such arrangements have on the ability of a school to serve its local area. The same caution and potential disadvantage would apply to a "length of catchment area residence" criterion.
27. Under Section 19 of The Equality Act 2010, indirect discrimination is prohibited and under Section 85 discrimination in relation to School Admissions is also prohibited. The Council is also bound by the Public Sector Equality Duty in all of its decisions. A "length of catchment area

residence” criterion is an example of a potentially indirect discrimination as those who would be disadvantaged by this criterion are more likely to come from vulnerable social groups with protected characteristics; for example, Gypsy and Traveller children, Asylum Seekers/Refugees and some other Foreign pupils.

28. The Welsh Government’s School Admissions Code regarding prohibition of undesirable oversubscription criteria, 2.29 states: “In setting oversubscription criteria admission authorities must not: Expressly exclude applicants from a particular social or religious group.” In relation to Gypsy and Traveller children, the Welsh Government’s School Admissions Code 3.26 states that “Arrangements must be in place for Gypsy and Traveller children to be registered quickly at a school whether residing permanently or temporarily in the area. Guidance on best practice in relation to access to education for this group of learners can be found in Welsh Assembly Government Circular 003/2008 ‘Moving Forward - Gypsy Traveller Education”.
29. The proposed change to oversubscription criteria being proposed by some parents of children attending Marlborough Primary School is clearly in response to oversubscription at Cardiff High School. The Council, as the Admissions Authority for all community schools within Cardiff, must consider the entire Cardiff area and impact on the population therein. The use of distance between home and school is as set out in the Welsh Government School Admissions Code (2.48) “a clear and objective oversubscription criterion and is useful as a tie-breaker”.
30. An analysis of in-catchment area pupils (234 as at 25 January 2017) whose parents have applied after the annual round of applications has been undertaken. i.e. ‘In-Year’ applicants for the 2016-17 academic year, thus far, illustrates the cohorts which the Council believes would have been potentially discriminated against by the implementation of a “length of catchment area residence” criterion:
  - 12% of **(29)** pupils are recent arrivals into the UK i.e. children who have resided in the UK for no longer than two years;
  - 1% **(3)** are Asylum Seekers (not included above);
  - 15% of **(34)** pupils are recent arrivals into Cardiff from other areas of the UK;
  - 26% of **(61)** pupils have moved address within the Cardiff county boundary.
31. Therefore, potentially, **(127)** 54% of all In-Year in-catchment area applicants for the 2016-17 academic year thus far, would have been adversely affected by the implementation of this criterion. In terms of which of these applicants may claim to have been indirectly discriminated in relation to a protected characteristic (as per the Equality Act 2010), please see information below:
  - Religion - the cohort most differentially impacted would have been those of the Islamic faith (35%) **[39 pupils]**.

- Race - the cohort most differentially impacted would have been White British (35%) **[39 pupils]**. While the second most differentially impacted cohort would have been Arabic (13%) **[14 pupils]**.
32. Given the potential for indirect discrimination under a “length of catchment area residence” criterion, it is not recommended for inclusion within the Council’s School Admissions Policy.
  33. Inclusion of such a criterion would require a ‘cut-off’ point to be established i.e. satisfactory evidence of residency over a set period, would be required. This would impose upon applicants a requirement to retain and present original documentation over an extended period such as the entirety of a child’s primary phase education in order to prove longevity of residence, which many parents may have difficulty with. Such a criterion would disadvantage parents that have lived within the catchment area for the specified period of time but are unable to produce appropriate documentation.
  34. If the Council were minded to consider a change to its draft School Admissions Policy 2018/19, to include such a criterion as “length of catchment area residence”, this would constitute a significant change and would require further consultation, which would not be possible within the timeframe for consideration of the 2018-19 school admission arrangements.
  35. The Council’s draft School Admissions Policy 2018/19 was consulted on in accordance with the requirements of the Welsh Government’s School Admissions Code (section 2.5).
  36. As set out at paragraph 5 there were minimal changes to the Council’s draft School Admissions Policy 2018/19. There is no requirement within the Code for parents to be consulted with on proposed school admission arrangements, however the policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Additionally schools were asked to notify parents of the consultation via their normal means of communication e.g. e-mail, newsletter, social media etc.
  37. The proposed introduction of co-ordinated admission arrangements is a significant change and parents were advised of the consultation in order to ensure awareness of the proposed change.

#### Local Members’ response

38. A joint response from the Penylan Councillors (Cllr Joe Boyle, Cllr Tricia Burfoot and Cllr Bill Kelloway), included the following points (a copy of the full response can be seen at Appendix 3):
39. *The current system of allocation of places on the basis of proximity as a tie-breaker in the case of over-subscription is unfair. The use of proximity relies on one arbitrary measure, enshrines unfairness and is open to abuse.*

40. *The consultation on co-ordinated admissions makes reference to the need for a fairer, more equitable system of allocating school places in Cardiff without impacting on the community. This is an acknowledgement the Council needs to deal with broader problems within the current process, with the proximity criteria being the most glaring example of how unfairness is built into the system.*
41. *As set out in the WG Admission Code, admissions must not be based on criteria that are 'arbitrary in nature'. We would argue that distance (proximity to school) is an arbitrary measure and certainly not more or less arbitrary than another fundamental measure, namely time (length of residence). Para 2.29 of the Code makes no mention of time nor for that matter distance. To give preference to one over the other is therefore an arbitrary decision. Paras 2.48 - 2.5 of the code could easily be rewritten as 'length of residence in a catchment area is a clear and objective oversubscription criteria and is useful as a tie-breaker' as opposed to 'distance between home and school' as at present.*
42. *We suggest the council rewrites the policy and include either a length of residence in a catchment area criteria or a points based tie breaker (see response for full details). The policy is not fit for purpose and does not meet the council's own stated aims of a fair admissions policy. We believe we have presented two options that could help remove unfairness from the admission process.*

#### Appraisal of views expressed

43. As set out in the Welsh Government School Admissions Code (2.48) the use of distance between home and school is "a clear and objective oversubscription criterion and is useful as a tie-breaker".
44. The suggestion regarding the inclusion of 'length of residence' as an oversubscription criteria is addressed at paragraphs 24 – 34.

#### **Other responses received**

##### Length of residency criteria

45. Of the 47 responses received, the majority asked for length of residency within the high school catchment area criterion ahead of 'proximity' to be included in the policy albeit that several recognised that this may not be possible for 2018/19.
46. The views expressed included the following.
47. *The current use of proximity as a criteria has resulted in a number of families taking up temporary residence ("parachuting into") in the Cardiff High School catchment area in order to secure a place at the school. This is to the detriment of those children living within the Marlborough Primary School catchment area who have been resident within the high school catchment area over a longer period.*

48. *Evidence from the Council EMS One Live Database (07 December 2016 Pupils in Each Year Group at CHS who are resident in CHS catchment area), provides evidence that on the basis that the Cardiff High intake was 240, 10 families moved out before their child started at CHS and during the Year 7 a further 31 left the catchment area giving a total of 41.*

<b>Year</b>	<b>Pupils in Catchment Area</b>
7	230
8	199
9	192
10	200

49. *The numbers are significant and clearly correlate to parachuting in and out practice to close proximity to Cardiff High School by those with means from outside the Cardiff High School catchment area. The data for years 8,9,10 also helpfully show typical natural movement in and out of catchment are due to life events etc. The numbers in each year show the actual numbers at Cardiff High School are dramatically lower than the published intake (and max offers) that the school can accommodate.*
50. *The present admissions system is not fit for purpose and disadvantages children living in Penylan as they live further from Cardiff High School than those who attend the other catchment primary schools. The introduction of a length of residency within the high school catchment criteria above proximity would be an effective solution.*
51. *The introduction of a length of residence criteria above proximity but below criteria 1-5 would not discriminate against any of the groups cited in the Equality Act and does not impact upon those deemed most vulnerable.*
52. *Proximity systematically and arbitrarily disadvantages pupils who are resident in those part of the Cardiff High School catchment that are further away from the school. Marlborough children are disadvantaged by virtue of living further from Cardiff High and should be on an equal footing to those who attend the other catchment primary schools.*
53. *The inclusion of a longevity clause would not disadvantage those moving into a catchment area. In the event of a family moving into an area where the school is oversubscribed, they would have some choices. If viable, they could remain at their original school; they could go on the waiting list for their catchment school and wait to be offered a place. The proposed longevity criteria would actually serve this family better as the current policy would mean that this family may be living in the area and on the waiting list for longer while another family could move in closer and be offered a place sooner.*
54. *It has been suggested that the introduction of a longevity criteria would impact on families moving in however the number of such families are small in number ('miniscule') when compared to the huge number of families who are now in limbo wondering whether their child will securing a place at the catchment high school.*



55. *There is likely to be a positive impact on other communities beyond Marlborough/CHS catchment areas by employing length of residence criteria.*

#### Appraisal of views expressed

56. The number of pupils in the current Year 7 age group at Cardiff High School that have been resident in the Cardiff High School catchment for 3 years and over is 86% and 77% for 5 years and over.
57. This compares with an average for all Cardiff Community English-Medium Secondary (CEMS) Schools of pupils that have been resident in their respective catchments for 3 years and over of 85% and 76% for 5 years and over.
58. Therefore, this does not suggest that the Cardiff High School catchment area has school admission residency characteristics significantly different from that of any other CEMS Schools in Cardiff.
59. It also suggests that whilst length of residency is not an admission criterion, a significant number of pupils are already long-term residents in their respective CEMS school catchment areas.
60. Furthermore, the number of pupils in Year 7 who have been resident in the Cardiff High School catchment area for less than 1 year is 1.36% against an average in all CEMS Schools of 2.17%.
61. Of the ten children identified as out of catchment in the EMS One Live Data (07 December 2016), 7 were admitted to Cardiff High School as part of the normal allocation rounds for Year 7 meeting the oversubscription criteria of being Looked After/Previously Looked After or the school being named on a Statement of Special Educational Needs. Legislation requires that these pupils are admitted and given the highest preference wherever they live.
62. The notion that pupils are 'parachuting' into the Cardiff High School catchment area in order to gain a place at the school is unfounded.
63. As regards to the numbers of pupils in older curriculum years, it is misleading to interpret the differential between numbers on roll (NOR) and the number of pupils attending Cardiff High School from within catchment, as an indication of adoption of transient addresses of convenience.
64. Historically, Cardiff High School has been able to accommodate all of the demand for places from within its catchment area and additionally provide places (based on the published admission criteria), for some out-of-catchment area pupils.
65. The number of pupils admitted to Cardiff High School based on the catchment area criterion who are currently on roll at Cardiff High School

for curriculum Years 7-11 who are no longer living within the school catchment area averages 10 per year.

66. With reference to the recent oversubscription from within the Cardiff High School catchment area, it should be noted that being resident within a catchment area is neither an eligibility requirement, or a guarantee of a place at any school. There are sufficient places available within the secondary school sector in Cardiff with some pupils who were refused admission into Year 7 at Cardiff High School from September 2016, who were resident in the catchment areas of Cardiff High School and Marlborough Primary School, residing in closer proximity to Cathays High School and/or Willows High School.
67. The EMS One Live Database information from 07 December 2016 referred to relates to the number of pupils from within the Cardiff High catchment area attending the school and not the total number of pupils in each individual group.
68. The suggestion regarding the inclusion of 'length of residence' as an oversubscription criteria is addressed at paragraphs 24 – 34.

#### Timescales

69. *If changes to the policy such as 'length of residency' cannot be implemented for the 18/19 school year, these could be considered for 19/20.*

#### Appraisal of view expressed

70. As set out at paragraph 33, the inclusion of such a criterion as 'length of catchment area residence', in the draft School Admissions Policy 2018/18 would constitute a significant change and would require further consultation, which would not be possible within the timeframe for consideration of the 2018-19 school admission arrangements.
71. Further consideration including wider research into the oversubscription criteria used in regard to admission to community schools in other authorities will be undertaken prior to consultation specific to the 2019/20 policy.

#### Cardiff High School

72. *The Council was aware of increased demand for Cardiff High School and committed to addressing this but have failed to do so. Increased intakes at three of the four partner primary schools will impact further on pupils ability to access a place at the school.*
73. *Over time the pupils from community primary schools closer to Cardiff High School than Marlborough Primary School will start to find themselves locked out of places there.*

### Appraisal of views expressed

74. The Council has been aware of the increased numbers of pupils from within the Cardiff High School catchment area primary schools', however it is the case that there are sufficient school places within the secondary school sector in Cardiff. Those pupils who were refused admission to Cardiff High School from September 2016, who are resident in the catchment areas of Cardiff High School and Marlborough Primary School, reside in closer proximity to Cathays High School and / or Willows High School.
75. As part of the process for the planning of school places, the Council continually reviews secondary school capacity and the evolving need for places. Proposals will be brought forward to ensure there is sufficient capacity to meet the demand for English-medium secondary school places from within the Cardiff High School catchment area. However, the current demand for English-medium places can be met within existing school provision, as sufficient places are available in neighbouring, and in some cases more local schools.
76. As set out in the resolution at the Council meeting on 24 March 2016, the issue of school places across the city will be addressed (via appropriate consultation) by expanding existing provision, the building of new schools and the redrawing of school catchment areas as necessary.

### Impact on pupils and the Penylan Community

77. *This current uncertainty around whether children resident in the Marlborough Primary School catchment area is causing a detrimental impact on children which is emotionally harmful. At present, children from the Marlborough Primary School catchment are going to end up in several different schools, which will break up peer groups. There is significant evidence that sustaining peer groups is an important source of social, emotional and therefore academic development (NFER 2006, Young Minds, and Nuffield Foundation 2005, Pratt and George 2005).*
78. *The current use of the proximity criteria not only disadvantages Marlborough children in terms of admissions to Cardiff High School but also places them at a disadvantage when applying for a non-catchment school. There is a real risk children will be allocated whatever is left after everyone else has been accommodated, potentially at some considerable distance from their home and community.*
79. *This uncertainty is impacting on community cohesion. Children who have lived their whole lives within the local community are being denied places at Cardiff High School which is neither fair nor consistent with the goal of creating sustainable communities as per Local Development Plans.*
80. *Families will not want to live in Penylan and the reputation of Marlborough Primary School will suffer.*

### Appraisal of views expressed

81. It is acknowledged that there is research such as the study of 30 children conducted by Pratt and George (2005) which highlights the impact of social networks in supporting transition. There is also a wide and varied wealth of research including other reports cited by the respondent, which show that there are a number of factors that have equal or greater importance in terms of supporting effective transition from primary to secondary education.
82. Other research (Weller, S. 2006), suggests that acquaintances from the peer group can also provide the required familiarity when starting in secondary education and could function well as transitional support helping children to settle in during the initial transition even if they did not develop into enduring friendships. In the case of Marlborough Primary School, it is not expected that children would need to transfer to an alternate secondary school alone and would therefore benefit from moving on with known acquaintances. Primary Schools are encouraged/expected to ensure that smooth transition arrangements are made with the secondary school that their pupils will promote to.
83. Furthermore it does not follow that children who attend the same secondary school will have '*enduring friendships.*' particularly as schools frequently mix the pupil intake and children are not in the same form group or subject groupings, with '*enduring primary school friendships found to be more frequent amongst those in a different secondary school than children in the same school but in a different class.*'
84. The majority of participants in the Families and Social Capital ESRC research discussed by Weller, settled into their new secondary school and established new friendships. Several of the reports identified that for a minority of children there was greater benefit of transferring with friends for particularly vulnerable children who struggle with transitions. Similarly, for many familiar faces (including acquaintances) could help to build confidence and establish a sense of belonging. However, '*Most children are resilient, able to adapt and develop friendships in new circumstances*' and the range of transition measures put in place by schools supports effective relationship building with their peers so as to reduce anxiety and fully support the integration of all pupils into their new surroundings.
85. The admissions criteria is predicated on a geographical basis giving priority to those living within a school catchment area and also considering proximity of school to home address. This seeks to maintain where possible children attending a local school.

### Travel arrangements

86. *The practice of families moving in to the Cardiff High catchment area on a temporary basis in order to secure a place at the school results in children travelling across the city to get to schools outside their catchment areas.*

### Appraisal of views expressed

87. The suggestion that families are moving into the Cardiff High Catchment area on a temporary basis in order to secure a place at the school is addressed at paragraphs 56 - 67.
88. The number of pupils admitted to Cardiff High School based on catchment criteria who are currently on roll at Cardiff High School for curriculum years 7-11, who are no longer living within the school catchment area averages 10 per year. It is not expected that the number of out-of-catchment pupils attending the school are likely to have a significant impact on the transport network.

### Three Year Pilot

89. *As with the co-ordinated admissions proposal, a three year pilot of a 'length of residency' criteria could be considered to enable a review.*

### Appraisal of views expressed

90. The suggested introduction of a 'length of residency' is addressed at paragraphs 24 - 34.

### Sibling Criteria

91. *The sibling link should be extended to include sixth form as at Bishop of Llandaff and Whitchurch High School.*

### Appraisal of views expressed

92. At present sixth form provision is available at 12 of the 19 secondary schools in Cardiff, as well as at Cardiff and Vale College and St David's Catholic Sixth Form College.
93. The Council has agreed to delegate to the Governing Bodies of Community High Schools the responsibility for the determination of admission arrangements for sixth form provision, including the administrative processes under which admissions to sixth form are considered. Sixth form is non-statutory and admission authorities can set arrangements based upon aptitude. The Council believes sixth forms are best placed to manage the planning for and delivery of the range of subject options available at Further Education level.
94. If the Council were minded to consider a change to its draft School Admissions Policy 2018/19, to include a 'sixth form sibling' criterion, this would constitute a significant change which would require further consultation, which would not be possible within the timeframe for consideration of the 2018-19 school admission arrangements.

### Residency within catchment

95. *There are insufficient checks to ensure residency within catchment. The admissions criteria should be amended to state that documentary evidence must be provided.*

### Appraisal of views expressed

96. Documentary evidence of residency is not routinely sought i.e. in respect of preferences for schools which are undersubscribed (where the number of applications is fewer than the number of places available).
97. Where parental preferences for a school exceed the number of places available, address verification processes are undertaken.
98. The Council examines information held by schools (including a pupil's address history) and Council Tax and Electoral Roll information (held by the Council), to match pupils and parents to addresses submitted during the application process.
99. Additional information is sought where there is a discrepancy and/ or where there is a concern around the validity of information. If there is a discrepancy between the information held by the Council and information submitted by the applicant or any concern around the validity of this information, then further investigations will be carried out and additional information requested, such as:
- Credit information
  - Bank statements
  - Child benefit information
  - Driving licence
100. This list is not exhaustive. Officer visits will be carried out if necessary.
101. As set out in the Welsh Government's School Admissions Code (3.40) "Once an admission authority has made an offer of a school place, it may only lawfully withdraw that offer in very limited circumstances. These may include when the admission authority offered the place on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child with a stronger claim."
102. Every effort is made to determine residency within the catchment area for oversubscribed schools prior to offers being made. However should the Council receive evidence of fraudulent information having been provided to gain a place at a school to which the pupil would not have been entitled, the place will be withdrawn. This was the case during the second round of allocations to Cardiff High School for admission to the Year 7 age group in September 2016, when a place was withdrawn and reallocated to a child who would have been allocated the place in the first round of allocations.

## Prioritising pupils from English-medium community primary schools for places at Cardiff High School

103. *A number of parents who chose Welsh-medium or Faith primary school education are choosing to switch to English-medium community secondary which makes it very difficult for the Council to plan places for the four English-medium community primary schools within the Cardiff High catchment. An alternative to a length criteria would be to prioritise continuity of education for those who have chosen English-medium community primary school with the same being true for those who chose Welsh-medium or Faith based education.*
104. *There are no other catchment options available to Marlborough pupils as they don't speak Welsh. The policy is potentially discriminating white, non-religious pupils i.e. if a pupil has attended primary religious or Welsh schools, these should be offered as their first choice in the event of oversubscription at schools such as Cardiff High.*

### Appraisal of views expressed

105. Within the maintained education sector in Cardiff, types of school include English-medium Community; Foundation; Roman Catholic; Church-in-Wales and Welsh-medium Community. At any point during a child's education parents may express a preference for the type of education they desire for their child. For those wishing to transfer into Welsh-medium education at a later stage, the Council operate both primary and secondary phase Welsh Language Immersion units to facilitate transfer.
106. As per the Welsh Government's *Iaith Pawb: A National Action Plan for a Bilingual Wales* policy, which relates to creating a bilingual Wales, that is, a country where 'people may choose to live their lives through the medium of either or both Welsh or English and where the presence of the two languages is a source of pride and strength to us all,' parents of all backgrounds have been afforded the opportunity to elect for their child to attend an English-medium or Welsh-medium school.
107. Over the last five intakes into Year 7 in September, only 9% of all children from Cardiff's Church-in-Wales or Roman Catholic primary schools have been admitted into a non-religious secondary school in Cardiff. Similarly, over the last five intakes into Year 7 in September, less than 9% of all children from Cardiff's Welsh-medium primary schools have been admitted into an English-medium secondary school in Cardiff.
108. As set out in the Welsh Government's School Admissions Code (E.10), 'the Human Rights Act 1998 confers a right of access to education. This does not extend to securing a place at a particular school. Admission Authorities, however, do need to consider parents reasons for expressing a preference when they make decisions about the allocation of school places, to take account of the rights of parents under the Act, though this may not necessarily result in the allocation of a place'.

109. The Council cannot implement priority based criteria with respect to an applicant's religious or non-religious background or preference for medium of education as to do so would introduce an unlawful discrimination against those with the opposing characteristics (as per the Equality Act 2010). While this applies to the determining of admissions criteria for English-Medium and Welsh-Medium Community Schools, an exception applies under Welsh Government's School Admissions Code 2.29 which states: "In setting oversubscription criteria admission authorities must not: Give priority to children based on religious faith except where the school has been designated as having a religious character (Equality Act 2010)." Thus, it is only the Admission Authorities of faith-based schools, which may choose to prioritise the admission of children on religious faith.

#### Consideration should be given to proximity of a central point

110. *Consideration should be given to proximity to a central point in the catchment area and/or length of attendance at one of the four primary schools in the Cardiff High School catchment.*

#### Appraisal of views expressed

111. Applying a proximity based oversubscription criterion that is measured to and from an address point other than a school (such as from a central point of a catchment area) would not be reasonable. Those pupils living in closest proximity to a school would be ranked as a lower priority than those living in closer proximity to an arbitrary point but who live further from the school.
112. The Welsh Government's School Admissions Code 2.48 states that "distance between home and school is a clear and objective oversubscription criterion."

#### Appeals Process

113. *Lack of transparency around the appeals process. No 'success criteria' for an appeal so parents do not know what they must demonstrate at the appeal and those judging the appeal do not know whether to deem the appeal successful or not resulting in the appeal being unsuccessful.*

#### Appraisal of views expressed

114. The school appeals process is independent of the Council's process for admissions to schools.
115. The Appeals process in Cardiff is transparent and complies with the Welsh Government's School Admissions Appeals Code, which sets out the legal tests which the Independent School Admissions Appeals Panel applies when considering appeals. The process itself involves 3 independent panel members hearing directly from parents about their family's personal circumstances for each appeal and a legal adviser (Clerk to the Panel) is always present throughout. The Panel recently



updated its FAQs which are sent to every appellant to try to assist parents with the process; this included details of common grounds put forward by other parents, however as each appeal is individual it is not possible to give a “success criteria.”

116. The City of Cardiff Council is fortunate to have almost 20 independent panel members who receive regular training about the legal tests they have to apply and they are very experienced in determining whether an appeal is successful or not. They also provide a view entirely independent of the Council and use their own judgement in applying the principles of natural justice when considering appeals. Parents have the right to complain to the Public Services Ombudsman if they are unhappy with the Appeals process and despite the City of Cardiff Council facilitating almost 1500 appeals in the last three full school years (2013/14 to 2015/16), no complaints were upheld by the Public Services Ombudsman regarding the Appeals process.

#### Clearer guidance on medical and social compelling grounds

117. *There needs to be clearer guidance as to what would constitute medical and social compelling grounds.*

#### Appraisal of views expressed

118. All applications including supporting information are assessed on an individual basis. Children can only be prioritised for admission under the criterion “Pupils in respect of whom the Council judges that there are compelling medical grounds or compelling social grounds for their admission to a specific school” where there is a clear written recommendation from a medical consultant or a social worker or similar professional, explaining that the child should be admitted to a particular school”. This guidance is found in all of the Council’s school admission application forms and application-related documentation.

#### Feeder School System

119. *The Council is creating a property bubble which can be averted by de-prioritising proximity to school and replacing it with a ‘feeder school’ system whereby those living in the catchment area and attending a partner primary school will be given priority over others living in the catchment area or a test of the child’s length of residency in the catchment area.*

#### Appraisal of views expressed

120. The suggestion introduction of a ‘feeder school’ system/‘length of residency’ is addressed at paragraphs 24-34.

#### Sixth Form Provision

121. *Is there a possibility of bringing sixth form applications into the Council so that numbers can be capped, tracked, managed in a similar way to that*

*that is being proposed under co-ordinated admission arrangement to help with post 16 education planning city wide.*

#### Appraisal of views expressed

122. The suggestion relating to sixth form provision is addressed at paragraphs 92 – 94.

#### Alternative Options

123. *It does not follow that a reasonable alternative would be to change the Marlborough Primary School catchment secondary school as some council members have suggested. Any such review would surely need to consider the alternative secondary schools for all areas in the current Cardiff High School catchment: Roath Park's catchment is, for example, relatively close to Cathays High School.*
124. *Given the pressure on places, consideration should be given to establishing an all through 3-16 school on the Howardian site subject to appropriate site sizes being available.*

#### Appraisal of views expressed

125. As set out at paragraph 76 the issue of school place planning across the city will be addressed (via appropriate consultation) by expanding existing provision, the building of new schools and the redrawing of school catchment areas as necessary.
126. The Local Authority is currently looking at needs across the city relating to availability and sufficiency as part of the 21st Century Schools Programme Band B planning process, which includes considering the provision of English-medium and Welsh-medium primary school provision.
127. Any new proposals brought forward would be subject to full public consultation.

#### Catchment area arrangements

128. *Consideration should be given to removing areas of dual catchments which seem to benefit those living in those particular areas above others.*

#### Appraisal of views expressed

129. All secondary school-aged pupils resident in Cardiff live in the catchment area of one English-medium secondary school and one Welsh-medium secondary school.
130. The majority of primary school-aged pupils resident in Cardiff live in the catchment area of one English-medium primary school and one Welsh-medium secondary school, with the following exceptions:

- Shared English-medium primary catchment area arrangements were implemented in Llanishen, Lisvane and Thornhill, as part of a reorganisation of provision, to alleviate localised concerns raised by stakeholders including Schools, Governors and Parents within the area.
- A longstanding shared English-medium primary catchment area arrangement exists in Canton. Consultation on changes to catchment areas, including removing the shared arrangement, took place in 2016 but in response to concerns raised by stakeholders including Schools, Governors and Parents within the area, the existing arrangements were retained.
- Dual stream schools serve parts of north west Cardiff, where some addresses are served by a single school for both English-medium and Welsh-Medium provision.

131. There are no current proposals to amend these catchment areas. Any proposed changes to catchment areas would be subject to full public consultation.

#### Support for schools

132. *Consideration should be given to allocating additional resources to support schools that receive fewer applications or at least increase the promotion of what schools can offer so parents can make informed choices rather than relying on perceptions.*

#### Appraisal of views expressed

133. The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong.

134. As set out in *Cardiff 2020: a renewed vision for education and learning in Cardiff*, the Council is committed to ensuring all children and young people in Cardiff attend a great school and develop the knowledge, skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens.

#### Wellbeing of Future Generations (Wales) Act 2015

135. *The Wellbeing for Future Generations (Wales) Act 2015 requires the Council to take into account the interests of children and young people. The current policy is at odds with this.*

#### Appraisal of views expressed

136. The Wellbeing of Future Generations (Wales) Act 2015 requires public bodies to make sure their decisions take into account the impact they could have on people living in Wales in the future. The Council has done so in relation to its proposed school admission arrangements. All

Admission Authorities in Wales are legally bound to Section 84 of the School Standards and Framework Act (1998) (the Welsh Government's School Admissions Code) and the Council has also complied with that legislation. Account is also taken of the Council responsibility to provide and promote high standards of Education under the Education act 1996.

### Waiting Lists

137. *In the event of parents accepting a lower preference school, will pupils stay on the waiting list for their higher ranked school?*

### Appraisal of views expressed

138. In circumstances where an applicant's higher preference has been offered, lower preferences will be automatically withdrawn. Where a second or lower preference has been offered, the applicant will automatically be placed on the waiting list(s) for their higher school preference(s). Unless a parent chooses to withdraw their child from a waiting list or a waiting list has reached its expiry date (no earlier than 30 September in relation to the normal admissions round, as per the Welsh Government's School Admissions Code 3.27), the applicant can only be withdrawn from a waiting list if allocated a place at the school.

### **Summary of the Consultation specific to proposed Co-ordinated Secondary School Admission Arrangements for the period 2018-2020**

139. As set out at paragraph 6, a consultation specific to the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken.

140. The consultation ran from 05 December 2016 to 23 January 2017.

141. The consultation process involved:

- Publication of a Consultation Document on the Council website (a copy of the Consultation Document can be seen at Appendix 2);
- Distribution of a letter via schools to parents of all pupils in maintained nursery and primary schools outlining the proposal and giving details of how to access the Consultation Document online (a copy of the letter can be seen at Appendix 4);
- Six public drop-in sessions where officers were available to answer questions;
- A consultation response slip for return by post or e-mail, attached to the Consultation Document;
- An online response form at [www.cardiff.gov.uk/admissionarrangements](http://www.cardiff.gov.uk/admissionarrangements)

142. The views expressed at Council organised drop-in sessions and received on paper or electronically through the appropriate channels, have been recorded.

## Responses received regarding the proposed introduction of co-ordinated admission arrangements during the consultation period

143. In total 149 responses were received. The majority view expressed at drop-in sessions and in written correspondence was one of support for the proposed implementation of a co-ordinated secondary school admissions process for the Year 7 age group intakes.
144. Formal responses were received from the six Admission Authorities with responsibility for admissions to secondary provision within Cardiff: St Teilo's CW High School, Bishop of Llandaff CW, St Illtyd's Catholic High School, Corpus Christi RC High School, Mary Immaculate High School, Whitchurch High School,
145. Responses were also received from a number of community schools for whom the Local Authority is the Admission Authority. These included: Radyr Comprehensive School, Cathays High School, Fitzalan High School, Ysgol Gyfun Gymraeg Plasmawr and Springwood Primary School.
146. A joint response was submitted by the Local Members for Penylan.
147. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate. The Council's response to each point can be seen underneath, under the heading "*Appraisal of views expressed.*"

### Admission Authorities Responses

#### St Teilo's CW High School

148. A response from St Teilo's CW High School included the following points (a copy of the full response can be seen at Appendix 4):
149. *In principle, the Governing Body supports the process that you are consulting upon. Representatives of the Governing Body and school attended your recent meeting and conveyed this view.*

#### Appraisal of views expressed

150. The Council acknowledges the view expressed.

#### Bishop of Llandaff CW High School

151. A response from the Bishop of Llandaff High School included the following points (a copy of the full response can be seen at Appendix 4).
152. *It is the governors' view that the proposed admissions process will add another level to a process that is unnecessary for the school. There are processes in place for the admissions to the school that are effectively managed. The governors understand the complications around the*

*admissions process but at present do not feel the new format would be beneficial.*

153. *On page 5 it states that the local authority already has an online system for applications but you will be aware that The Bishop of Llandaff High School does not. Consequently, it is a bigger step for the school than it would be for many others to change to the co-ordinated online system. Would there be a shared online system? Who would maintain the system and who would pick up the cost?*
154. *It is difficult to follow the logic on page 7 that more pupils would be offered their preferred school as a consequence of the co-ordinated system. The school is limited in the number of Foundation and Community places it can offer which cannot be affected by the application system. Similarly, knowing which children will be admitted does not assist the school to plan its budget, class organisation or staffing arrangements.*
155. *As for resources, ranking all applicants would significantly increase the workload of the admissions staff. It is also not clear why this proposal would result in fewer appeals as there will still be significant numbers of unsuccessful applicants due to the limit on places, not the system of application, as acknowledged in the section on Transport which recognises there is no change in the supply of school places.*
156. *The Governors do not wish to be part of a pilot for such an important process, given the disruption and uncertainty of making the change in a live admissions environment. The preference is for the pilot to be conducted and the school would consider the situation again once the problems of a new county-wide system have been ironed out.*

#### Appraisal of views expressed

157. The Council acknowledges the views expressed. The pilot (subject to implementation) will be kept under review and the school will be updated on progress.

#### St Illtyd's Catholic High School

158. A response from St Illtyd's Catholic High School included the following points (a copy of the full response can be seen at Appendix 4).
159. *St Illtyd's would like to be part of this admission pilot scheme.*

#### Appraisal of views expressed

160. The Council acknowledges the view expressed.

#### Corpus Christi RC High School

161. A response from Corpus Christi High School included the following points (a copy of the full response can be seen at Appendix 4).

162. *In the interests of trying to make the whole system fairer for everybody concerned, the decision has been made to support the pilot. It was also agreed, however, that if the new system does not work well, Governors will reassess the situation when discussing the school's Admissions Policy before the end of the pilot.*

#### Appraisal of views expressed

163. The Council acknowledges the views expressed.

#### Mary Immaculate High School

164. A response from Mary Immaculate High School included the following points (a copy of the full response can be seen at Appendix 4).

165. *The current window to comment on this proposal is too narrow and has therefore not allowed a full discussion at Governors. Most Governors meet every half term, meaning, depending on the deadlines set, Governors should be able to meet to discuss. The narrow window of opportunity has meant this is not possible and is a discouraging beginning to the situation;*

166. *A three year trial period is much too long; pilot programmes are rarely of such length because of the need to supply a more immediate assessment of progress. We would suggest a more limited geographical and time-limited approach;*

167. *We would like to know what the proposed monies are set aside for additional staffing or technical demands, given the expansion of the existing system.*

168. Notes from Admissions Proposal document:

- a. *P.6 – where you say that ‘192 parents are holding 205 places’; we felt this phrase needed further explanation – for example could this be resolved by having a stricter approach to accepting places as apportioned within a narrower time window?*
- b. *P.7 – what evidence can you cite to support the comment ‘Children would have a better experience and more effective start to school’? If parents are unhappy with the current system, can you please outline the number and type of complaints you have received?*
- c. *What would happen if a pupil were noted as a category 1 entrant in multiple schools – who would define where they would go? When and how would the successful school be notified? We feel it would be necessary to have a transparent approach so that schools could see where they were ranked by parents.*
- d. *Where is parental choice if they are only offered one option? (p.8) How could you be sure that they would be offered their preferred school – what data can you use to support this assumption?*

- e. *What would happen if a parent only expressed a choice for one school and no other? What would then happen if they did not gain admission to that school?*
  - f. *You say that continuing the current system would lead to an increase in inequality; at our school the number of appeals has reduced (even though the number of unsuccessful applications has remained the same) as our systems have become more efficient in supporting parents.*
  - g. *What would happen if parents filled in the common form but did not fill in the school form? What does the common form look like (we should have sight of this prior to any decision), how does it operate and is the ICT system sufficiently robust to cope with this demand. Can parents only choose a VA school?*
  - h. *If you say 'there is little or no effect on the numbers on roll' (p.8), what do you presume the effect would be – what is your evidence?*
  - i. *How would the system be affected if we accepted pupils from another borough?*
169. *These are key points that would need to be addressed prior to the Governors allowing Mary Immaculate to participate in any new system. We do feel that there are too many unknowns and too many un-evidenced assumptions to make a definitive decision. We certainly feel there needs to be a narrower trial to ensure these assumptions could be tested.*
170. *The points raised have been responded to and currently waiting on a final decision from the Governing Body.*

Appraisal of views expressed

Whitchurch High School

171. *A response from Whitchurch High School included the following points (a copy of the full response can be seen at Appendix 4)*
172. *The proposal removes the rights of parents to apply to more than one admission authority and thereby affects the rights of children. The consultation document does not make this clear and whilst the majority of parents already know which school they wish to apply to, there are parents and children who do not know in the Autumn Term which school their child is going to want/need in the following autumn. In particular families who may wish to change the nature of the school involve e.g currently in a Welsh-medium school but the family and child need to decide whether this is still the best option for secondary school; move to faith education in the secondary sector, etc. Such families are not catered for in a system asking them to list three school choices.*
173. *The governors concern is that the proposal seem to have lost sight of the needs of certain children and is focused upon making the admission process easier for admission authorities.*



174. *The on-line consultation response form lack relevance. It would have been useful to have targeted parents of Years 3, 4 & 5 in primary schools, those who would take part in the pilot scheme as there is no way of knowing whether any of the respondents have children in these year groups and likely to be affected.*
175. *Many of the authority's challenges around admission appeals are due to planning of school places issues (there are insufficient places for pupils in the right areas of Cardiff). Coming together as a shared admission service will not solve this and although the authority has indicated its strategic plans to enhance secondary school places in the East and West of the City these are unlikely to be in place for 2018 so that appeal are likely to be at current levels, if not greater.*
176. *The governors would have liked to consult with their parents and particularly parents in feeder schools but the timescale does not allow for this.*
177. *The governors are concerned that the consultation document indicates that the governing body would be required to sign up for a three year period. As the school is an Admission Authority it is felt that the local authority cannot remove this statutory right by any written contract nor would the governing body required the approval of Officers of the authority to carry out such functions. The governors would be happy to sign an agreement, in the right circumstances, but this seem heavy-handed and lacks the respect we would like to see in partnership working.*
178. *It is unclear from the consultation document whether the co-ordinated school admission arrangements will proceed if some of the secondary admission authorities do not sign up to the co-ordinated admission arrangements.*

#### Appraisal of views expressed

179. *The points raised have been responded to and currently waiting on a final decision from the Governing Body. \*MDH meeting with school on 28 February.*

#### Community Schools' responses

180. *The responses received from community schools indicated support for the proposal and included the following points:*
181. *The proposal would make things a lot easier for schools and remove the fears that some parents have with other children holding more than one place.*
182. *For Cathays High School who admit pupils from all over the city and from a large number of primary schools we currently suffer from the situation where parents apply to us for places and to other secondary schools, therefore our admission number in March is never the same as the pupils*

*that turn up in September. The new arrangements will mean that we can use the list that is supplied in March and can plan accordingly.*

183. *Fitzalan High School have struggled for many years to seek a coordinated approach and so this new proposal would go a long way to achieving this. At present we have to request from parents via our close links with primary schools as to which school they wish to take up and even then this often turns out not to be the case in September.*
184. *Fitzalan High School does however still have a concern across different authorities as the number of our cluster pupils who hold places in the Vale will still continue. The major concern that we still have is that our cluster is still too large. Even with increasing our pupil numbers to 300 (which we do not have space for) there are still over 600 pupils in our 9 cluster schools – this still will pose a very large problem for our parents.*
185. *Fitzalan High School also believe that more needs to be done to accommodate the high numbers of families that we have who do not speak English and do not have an email address let alone access to the internet at home. The new Hub/online system has proved particular challenging this year and so any future changes would need to be mindful off this.*
186. *We (Fitzalan High School) have met with Admissions Officers this year to address these concerns and have offered to pilot or consult on the impact of any proposed changes.*
187. *The Governing Body of Ysgol Plasmawr approve the proposal to co-ordinate secondary school admissions for the Year 7 age group.*
188. *Members of the Ysgol Plasmawr Governing Body are pleased to know that officers are monitoring birth rates; the yield from proposed housing and the patterns of take up in Welsh medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet the increased demand. The Governing Body would wish to be consulted with at an early stage of any proposal that would have an impact on the admission number or existing catchment of Ysgol Gyfun Gymraeg Plasmawr.*
189. *The Headteacher of Springwood Primary indicated support for the proposal.*

#### Appraisal of views expressed

190. The Council acknowledges the views expressed.

#### **Local Members' response**

191. A joint response from the Penylan Councillors (Cllr Joe Boyle, Cllr Bill Kelloway and Cllr Tricia Burfoot) included the following points (a copy of the full response can be seen at Appendix 4).

192. *We are writing as elected members for Penylan, to support the council's proposal for co-ordinated secondary admissions. They may reduce some of the pressure being faced by many residents in our ward in their efforts to secure a place for their children at their catchment school, Cardiff High*
193. *We are confident the proposals will not have an adverse impact on any one particular group and therefore do not fall foul of any equality requirements.*
194. *Many children in Penylan still look likely to miss out on a place at their catchment school and Penylan residents need a longer term solution particularly as greater numbers come through the system.*

#### Appraisal of views expressed

195. The Council acknowledges the view expressed.
196. The points raised around demand for places at Cardiff High School please see paragraphs 7 – 76.

#### **Other responses received**

197. Concerns surrounding changing the current admission process to pilot a co-ordinated secondary school admissions system
198. *The current system is fairer and offers parents more choice.*
199. *I don't have the confidence that the new system will be an improvement on the existing approach and have seen no information about how weightings might be applied if there are particular preferences for voluntary aided schools.*
200. *Confusing and will have no effect on voluntary aided school. I fail to see the benefit. The issue is that there are not enough English medium schools, with the majority of funding going to Welsh medium schools.*
201. *The school might not accept our admission as it's the only choice.*

#### Appraisal of views expressed

202. As set out in the Consultation Document (pages 6 & 7), the Council believes the current system is inefficient as some parents applying for their child's admission to secondary education have been offered places at multiple schools, whilst other parents have been unsuccessful in securing their child a place at any one of their school preferences.
203. Based on the initial allocation for transfer into Year 7 from September 2016, a total of 192 children were holding a total of 397 places. That means 192 families were holding 205 places they were not planning to take up and preventing their allocation to others. At the same time 360 other children received no school place offer.

204. Therefore, many families missed out on their higher school preference(s) or received no school place offer at all for their child.
205. Some parents choose to 'hold' offers for more than one school, preventing other children being offered these places, which causes undue stress upon families but also difficulties for both primary and secondary schools planning for the children's transition.
206. A co-ordinated secondary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff. Children would have a better transitional experience and more effective start to their secondary school education.
207. As referred to in the Consultation Document (page 7), the Council aims to offer a co-ordinated admissions process with the voluntary aided and foundation sectors, which provides parents with a clearer picture of the school place choices available to them and the likelihood of securing first preferences. This proposal would contribute towards this aim.
208. The following benefits would be expected to result from this proposal:
- More pupils would secure a higher school preference;
  - More pupils would have peace of mind having secured a secondary school place;
  - More parents would be able to plan work and childcare commitments much earlier;
  - Fewer parents would need to worry about their child being on multiple school waiting lists.
  - Fewer families would need to submit further admission applications or undertake the Independent Appeal process.
  - Children going into Secondary School for their first time will have a better experience as a result of the staff being able to maximise on the efficiencies of the admissions process to provide a more effective start for children to allow them to realise their maximum potential earlier rather than later.
209. As referred to in the Consultation Document (page 9), Voluntary Aided schools and the Foundation school would determine which applicants qualify for their admissions criteria by ranking all applicants in accordance with their admissions criteria, confirming their decisions having prioritised their list of applicants and detailing each pupil's grounds for admission.
210. It is acknowledged that under the present system, parents have the option of applying for a number of school places over and above three community school places. In recognition of this, subject to implementation, parents will have the opportunity to apply for up to five places and will be encouraged to do so.
211. It is acknowledged that the terminology used can be confusing and in response to this a number of drop-in sessions where officers were

available to explain the proposal and answer queries were held. Additionally contact details were provided for further clarification as required.

212. The suggestion that there are not enough English medium schools, with the majority of funding going to Welsh medium schools is addressed at paragraph 74 - 76.
213. All Local Authority maintained schools (including English-Medium and Welsh-Medium) are funded within the requirements of the School Standards and Framework Act 1998. Under this legislation, the Individual School Budget (an amount directly delegated to schools) is achieved through a funding formula of which at least 70% is based on the number of pupils enrolled at the school and is assessed through the Age Weighted Pupil Unit (AWPU). The remainder of the funding is assessed to cover factors such as:
- The size of the premises;
  - The extent of special needs in the school;
  - Support services needed (legal, financial, personnel, ICT, governor support etc);
  - Ongoing implementation of the school workload agreement.

#### Impact of proposals on Welsh-medium provision

214. *'I don't agree with your assessment of the possible effect on Welsh language education. It seems that there will be a greater chance of a child who wants to be educated in Welsh being rejected from one of only three Welsh language secondary schools in the city'.*
215. *'I'm not confident that you'll be able to provide enough secondary spaces for Welsh-medium education. You need to build and open a fourth Welsh secondary school urgently. I believe that your changes will treat Welsh differently to English'.*

#### Appraisal of views expressed

216. The planning of and take-up of places in schools is a separate consideration to the determination of admission arrangements.
217. The Council is committed to ensuring that any child wishing to be educated through the medium of Welsh would be offered a place in a Welsh-medium school.
218. There are, at present, c15% surplus places in the Welsh-Medium secondary sector. As the pupil population is growing, the level of surplus will reduce in future years.
219. Officers are monitoring birth rates, the yield from proposed new housing and the patterns of take-up in English-medium community schools, Welsh-medium community schools, Whitchurch High (Foundation) School and Faith schools at primary and secondary school-age, with a

view to bringing forward appropriate plans to meet any increased demand. Proposals will be brought forward in good time to ensure that there are sufficient places to meet the demand for English-medium and Welsh-medium school places within each catchment area.

### School Places

220. *If none of the high schools are oversubscribed, a unified application system should not disadvantage anyone. In the event of oversubscription, this system creates and perpetuates unfairness to certain groups of persons (i.e. those who have attended an English-medium community primary school) by limiting their catchment options to as few as zero.*
221. *A child could end up without a school place in any of their preferred schools; this is just a ploy to get the numbers up in Cardiff's less popular schools.*
222. *Concern for popular school places and for the future of High School options and space limitations in North Cardiff.*
223. *Concerns around children attending schools who do not live in the local catchment area, and of some children (local and integrated within the community) who have not been able to access places at their preferred school.*
224. *Certain schools are oversubscribed and some children are disadvantaged by the use of the proximity to school in prioritising applications even though they may have lived in the catchment area for some time. In order to ensure a fairer system the Council should consider the inclusion of longevity of residence within catchment area as a support for oversubscribed places.*
225. *Children coming into the area outside of catchment who speak Welsh are disadvantaging children who have lived in catchment and attended a 'feeder' school as they do not speak Welsh and cannot go to a Welsh language school.*

### Appraisal of view expressed

226. The Council is committed to meeting the parental demand for both English-medium and Welsh-medium school places across the city. As such, school capacities and local demand for places are reviewed regularly to ensure the best possible match with every effort made to ensure school places are available within a reasonable distance of the pupil's home as set out in the Council's Welsh-Education Strategic Plan.
227. The Local Authority is currently looking at needs across the city relating to availability and sufficiency as part of the 21st Century Schools Programme Band B planning process, which includes considering the provision of English-medium and Welsh-medium primary school provision.

228. Catchment areas are operated as one of the oversubscription criteria within the Council's School Admissions Policy. This policy meets the requirements of the Welsh Government's School Admissions Code.
229. Parents are entitled to state a preference for any school. In the event of a school being oversubscribed, applications are assessed against the oversubscription criteria. Whilst children who are resident in the catchment area of a school have priority for admission to that school over those who are not, children outside the catchment area cannot be denied a place if there are sufficient places available.
230. The suggestion to include 'longevity of residence within catchment area' as an oversubscription criterion is addressed in paragraphs 21-32.
231. The concern around children who do not speak Welsh being disadvantaged is addressed paragraphs 105-110.

#### Allocation of places

232. *It is not clear exactly how places will be allocated after the first choice has been exhausted.*

#### Appraisal of views expressed

233. The preferences of applicants are treated equally. For example, if applying for Faith, Foundation and Community school places, the Admissions Authorities i.e. the Governing Bodies of the Faith and Foundation schools and the Council (the Admissions Authority for Community Schools) would firstly rank order each preference received by the closing date, in accordance with the admissions criteria for the schools.
234. The Central Admissions Database (having received each Admissions Authority's prioritised list of applicants) would then allocate a single school place at the highest preference to which the child qualifies for admission. All preferences received by the closing date are considered simultaneously.
235. Notification of the result of the application is made available from the Welsh Government's Secondary Offer Day, 1st March or the next working day.
236. It is therefore crucial parents are entirely satisfied with the order in which they rank their school preferences upon submission of their common application form, as while each preference is treated equally, the parents' school preference order will determine, subject to qualifying for admission, which school the child will be allocated.

### Extending the period for acceptance of a school place

237. *The time period in which school places must be accepted should be extended to allow parents more time in which to respond to the offer of a school place for their child.*

### Appraisal of view expressed

238. The request to extend the acceptance period from 2 weeks to allow parents additional time to respond to offers was made a number of times during the consultation period. This request has been noted. Subject to implementation, the time allowed for acceptance/refusal will be extended to 3 weeks.

### Summary

239. Three of the six Admission Authorities (St Teilo's CW High School, St Illtyd's Catholic High School and Corpus Christi RC High School) have indicated their willingness to partake in the proposed implementation of co-ordinated admission arrangements 2018 – 2020. (To be updated once WHS and Mary Immaculate position confirmed).
240. It is recommended that the pilot is implemented even without all eligible schools taking part, as the advantages outlined at paragraph 208 are still expected to accrue.
241. It is not expected that there would be any detrimental impact on those schools who do not participate nor pupils wishing to attend those schools, as the process for applying to these schools will remain unchanged and information regarding admissions to these schools will continue to be included in the Council's Admissions to Schools booklet and available to view on the Council's website.

**\*To be updated once the position of Mary Immaculate RC High School and Whitchurch High School are confirmed.**

### **Local Member Consultation**

242. All Members have been consulted as part of the consultation process.

### **Reason for Recommendations**

243. The Council is required to review its school admission arrangements annually and to agree the arrangements following appropriate consultation.

### **Financial Implications**

244. There are no financial implications arising directly from this report. Potentially subject to change following confirmation of licencing arrangements.



**Legal Implications (including Equality Impact Assessment where appropriate)**

245. The Council has a statutory obligation under the Education Act 1996 to promote high standards of education for primary and secondary schools in its local authority area. Section 89 of the School Standards and Framework Act 1998 as amended by the Education Act 2002 determines that the Admission Authorities must carry out consultation before determining the admission arrangements which are to apply.
246. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 set out the procedure which the Admission Authorities should follow when determining their admission arrangements, including the consultation and notification process as well as timescales. In particular, the Admission Authority must determine arrangements in the school year beginning two years before the school year which the arrangements will be for, take all steps necessary to ensure that they will have completed the consultation required by section 89(2) before 1 March and determine the admission arrangements by 15 April. The arrangements must then be published within 14 days of the determination and appropriate bodies must be notified.
247. The Welsh Government has issued a guidance circular 'Measuring the Capacity of Schools in Wales', which sets out the methodology for Local Authorities to follow when determining their admission arrangements. There is also a requirement to consider the guidelines contained in the Welsh Government School Admissions Code. This report reflects these requirements.
248. The Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic. Protected characteristics are:
- Age
  - Gender reassignment
  - Sex
  - Race – including ethnic or national origin, colour or nationality
  - Disability
  - Pregnancy and maternity
  - Marriage and civil partnership
  - Sexual orientation
  - Religion or belief – including lack of belief

249. The Equality Impact Assessment (see Appendix 5) specifically considers how the proposals may affect pupils with protected characteristics. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.
250. In accordance with the Welsh Language (Wales) Measure 2011 and the Welsh Language standards, the Council also has to consider the impact upon the Welsh language any decision that it makes and in accordance with the Well-being of Future Generations (Wales) Act 2015, the Council must consider the impact upon future generations of its decisions. This report reflects those requirements.

### **HR Implications**

251. As a consequence of the pilot admission arrangements, the workload impact on school admissions posts will need to be considered. This applies to school admissions staff within the Council's Education Directorate as well as any school based officers who have a role in school admissions. If changes in roles and/or team structures are required these will need to be dealt with in accordance with the Council's agreed arrangements for restructures, and the grades of roles determined in line with Single Status.

### **Equality Impact Assessment**

252. An Equality Impact Assessment on this proposal has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society (details of the Equality Impact Assessment can be seen at Appendix 5).

### **Sustainability Assessment**

253. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the environmental objective identified by Cardiff's 21<sup>st</sup> Century: A Strategic Framework for a School Building Improvement Programme. (Details of the Sustainability Assessment can be seen at Appendix 5)

### **Transport Matters**

254. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. The Council's transport policy for school children can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

### **Community Impact**

255. There is a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community. It is the

Council's view that this proposal is unlikely to negatively impact on any community in Cardiff. Officers would work with any community group to ensure that the proposal avoids negative impacts wherever possible. The schools subject to the proposal are existing schools which offer a range of after school activities and may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities.

## **RECOMMENDATIONS**

The Cabinet is requested to:

1. determine the attached Council's draft School Admission Arrangements 2018/19 and to agree the Admission Policy 2018/19.
2. authorise officers to consider further the Council's school admission arrangements including wider research into alternative options and the impact of each, in advance of consultation on the Council's School Admissions Policy 2019/20.
3. agree the implementation of Co-ordinated Secondary School Admission Arrangements for the Year 7 age group intakes in September 2018, September 2019 and September 2020.

**Nick Batchelar**  
**Director**  
**March 2017**

*The following appendices are attached:*

- Appendix 1 – Draft School Admissions Policy
- Appendix 2 – Co-ordinated Admission Arrangements consultation document
- Appendix 3 – Formal Responses – Admissions Policy
- Appendix 4 – Formal Responses – Co-ordinated Admission Arrangements
- Appendix 5 – Statutory Screening Tool

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg.



**DRAFT**  
**SCHOOL**  
**ADMISSIONS**  
**POLICY**  
**2018/2019**

**THE CITY OF CARDIFF COUNCIL**  
**EDUCATION & LIFELONG**  
**LEARNING**

**THE CITY OF CARDIFF COUNCIL  
EDUCATION & LIFELONG LEARNING**

**SCHOOL ADMISSIONS**

The City of Cardiff Council is committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious belief. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

**RELEVANT AREA FOR CONSULTATION**

In accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999, the relevant area for community schools in Cardiff is the administrative area of the County Council for the City and County of Cardiff (the County Council). The relevant area for voluntary aided and voluntary controlled primary schools in Cardiff is the radius of 3 miles from the school, and for voluntary aided secondary schools in Cardiff, the relevant area is the administrative area of the County Council for the City and County of Cardiff (the County Council).

**Admission Number**

All maintained schools must admit pupils up to their published admission number. An admission may not be refused to any school until the admission number has been reached. The published admission number has been calculated in accordance with the Welsh Government's school capacity calculation methodology "Measuring the Capacity of Schools in Wales". As this number is based on the physical capacity of the school to accommodate pupils it should not be exceeded in normal circumstances.

**THE CITY OF CARDIFF COUNCIL  
EDUCATION & LIFELONG LEARNING**

**SCHOOL ADMISSIONS POLICY: 2018/2019**

**ADMISSIONS TO NURSERY SCHOOLS AND CLASSES**

The Council is the Admissions Authority for all maintained Community Nursery Schools and for Nursery Classes in Community Schools.

Children are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for five half days. There is a facility on the Cardiff Council website for parents to provide their child's details in order to receive information on how to apply for a nursery place at the appropriate time in accordance with the Council's admissions timetable.

In the case of children looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13) following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a duty to admit the child to the school.

**PUBLISHED DATE:** Reference to the published date means the date set out in this Policy, in the Notes for the Guidance of Parents and in the Information for Parents Booklet 2018/2019.

The Council will consider each individual application received by the published closing date for a child who must be three years old on its merits, applying the criteria in the following order of priority up to the approved capacity:

1. For applications received by the published closing date of 19 February 2018 for children born between 1 September 2014 and 31 August 2015:
  - (a) Children who are looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13)
  - (b) children allocated nursery funding by the Early Years Assessment Panel, or the Case Advisory Panel. These multi agency panels allocate funding to an Early Years child with identified significant and/or complex needs, through an Individual Development Plan in order that the child may access their nursery entitlement in a maintained setting.

- (c) children who have a brother and/or sister who will be on register at the school at which the nursery class is based when they are admitted. Any sibling connection must be clearly stated in the application. Where preferences exceed places available, criteria d, e and f will then be applied to decide which other pupils are admitted. For admission purposes a sibling is a child permanently resident at the same address as the pupil applying for a place who is the brother/sister, half brother/sister (children who share one common parent), step brother/step sister where two children are related by virtue of their parents being married, co-habiting or in a civil partnership. This definition also includes adopted or fostered children living at the same address.
- (d) children in respect of whom the Council judges that there are compelling medical grounds or compelling social grounds for their admission to a specified nursery school/class. Written recommendations from a medical consultant, a social worker or similar professional will be required giving detailed reasons for the child's admission to a particular nursery school/class. Where preferences exceed places available, priority will be given to multiple birth siblings.
- (e) other children with priority to children living nearest the nursery school/class, as measured by the shortest practicable walking route. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

(f) In determining applications for admission in respect of other pupils the Council gives priority to children living furthest away from the alternative school offered by the Council as measured by the shortest practicable walking route as a tie break. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

In the case of flats the route assessment is determined from the front entrance to each flat.

2. For applications received by the published closing date of 2 July 2018 for children born between 1 September 2015 and 31 December 2015: (a) to (f) as above

3. For applications received by the published closing date of 3 July 2017 for children born between 1 January 2016 and 31 March 2016: (a) to (f) as above

In all cases evidence of permanent residence of the pupil at time of application must be supplied if required. Any place approved on the basis of residence will be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates as published in the Admission to Schools Booklet). The home address is considered to be the child's along with their parent's main and genuine principal place of residence on the relevant published closing date i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than guardianship) the friends or relative's address will not be considered for allocation purposes.

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.



Applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

The processing of late applications will normally be done on a monthly basis.

The address of UK service personnel will be accepted if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week (i.e. 3 out of 5 days available). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

No account is taken of the particular infant or primary school the child is likely to attend subsequently or to the length of time the school has been aware of the parental intention to apply for a place at the school.

Only applications received by the relevant published closing date for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

As nursery education is non-statutory provision, parents have no statutory right of appeal under the School Standards and Framework Act if they are unsuccessful in gaining a nursery place.

### Early Years Funding

Where places are unavailable in local community nursery schools or nursery classes within two miles of a child's place of residence, parents may apply for nursery education place funding with a recognised provider designated by the Cardiff Early Childhood Group.

Where places are available in local community nursery schools or nursery classes within two miles of a child's place of residence, the Council will only approve applications for nursery education place funding with a recognised provider designated by the Cardiff Early Childhood Group, where there are compelling medical or compelling social grounds which make it inappropriate for the child to attend the nursery provision offered by the Council. Written recommendations from a medical practitioner or social worker or similar professional will be required.

Applications for Early Years Funding should be made in the Term prior to when the child becomes eligible for funding or in the case where a child starts in a nursery with a recognised provider at a later date, applications should be submitted in the term when the admission takes place. The Council will not accept retrospective claims for funding where a place within a Community Nursery would have been available within 2 miles of the child's home address but is no longer available because the parent has delayed in making a claim.

In addition the Council will not approve applications for Early Years Funding where a place in a Community Nursery School or Class was previously offered by the Council at the time of application but refused by a parent.

**Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school. A new application must be made for Reception Class Places.**

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**THE CITY OF CARDIFF COUNCIL  
EDUCATION & LIFELONG LEARNING**

**SCHOOL ADMISSIONS POLICY: 2018/2019**

**ADMISSIONS TO PRIMARY SCHOOLS**

The Council is the Admissions Authority for all maintained Community Infant, Junior and Primary Schools and the Council is committed to providing local schools for local children where possible.

All admissions are approved by the Director of Education & Lifelong Learning.

Children are admitted to reception classes in the September following their fourth birthday. There is a facility on the Cardiff Council website for parents to provide their child's details in order to receive information on how to apply for a nursery place at the appropriate time in accordance with the Council's admissions timetable. Parents who have registered their child's details with the Council will be advised to apply for a place in their preferred schools during the Autumn Term by using the Council's On- Line Application Service or by completing a preference form. Parents who submitted an application by the published closing date of Monday 8<sup>th</sup> January 2018 will be notified of the result of their application on Monday 16<sup>th</sup> April 2018.

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school. A new application must be made for Reception Class Places.

Parents have the right to express a preference for their preferred schools which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the Council will be applied. In deciding which children to admit to a school, the Council applies the criteria set out below in the order of priority shown (1. being the highest priority) and examines the merits of each case by considering any reasons put forward supporting any expressed preference. The Council will not normally exceed the school's Admission Number or breach the limitations imposed by statutory maximum class size (30) where this applies.

Where a school is named in a statement of special educational needs, where the Council is the admissions authority the Council has a duty to admit the child to the school.

In the case of children looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13) following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a duty to admit the child to the school.

**PUBLISHED DATE:** Reference to the published date means the date set out in this Policy, in the Notes for the Guidance of Parents and in the Information for Parents Booklet 2018/2019.

1. Children who are looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13)
2. Children allocated nursery funding by the Early Years Assessment Panel, or the Case Advisory Panel. These multi agency panels allocate funding to an Early Years child with identified significant and/or complex needs, through an Individual Development Plan in order that the child may access their nursery entitlement in a maintained setting.
3. (a) Where an older sibling was directed by the Council to an alternative school because the alternative school was previously the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates. In addition the younger sibling must be residing in the same address (or an address within the catchment area that was the subject of the change before it was implemented) that the older sibling was living at the time of the original application.  
  
(b) Where an older sibling was directed by the Council to an alternative school because no places were available at the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates
- 4 Pupils who are permanently resident within the defined catchment area\* of the school on the published closing date of 8<sup>th</sup> January 2018 for receipt of preference forms. Evidence of permanent residence of the pupil must be supplied if required. Where preferences exceed places available, priority will be given to multiple birth siblings resident within the defined catchment area. Criteria 5, 6, 7, 8 and 9 will then be applied to decide which other pupils are admitted.
- 5 Pupils in respect of whom the Council judges that there are compelling medical grounds or compelling social grounds for their admission to a specified school. Written recommendations from a medical consultant or a social worker or similar professional will be required giving detailed reasons for the pupil's admission to a particular school. Where preferences exceed places available, Criteria 6, 7, 8 and 9 will then be applied to decide which other pupils are admitted.
- 6 Pupils who have a brother and/or sister of statutory school age who will be on register at the school when they are admitted. In considering siblings first priority will be given to applications from multiple birth

siblings. Where preferences exceed places available, Criteria 7, 8 and 9 will then be applied to decide which other pupils are admitted. For admission purposes a sibling is a child permanently resident at the same address as the pupil applying for a place who is the brother/sister, half brother/sister (children who share one common parent), step brother/step sister where two children are related by virtue of their parents being married, co-habiting or in a civil partnership. This definition also includes adopted or fostered children living at the same address.

7 In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest practicable walking route. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Where preferences exceed places available, Criteria 8 will then be applied to decide which other pupils are admitted. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

8 In determining applications for admission in respect of other pupils the Council gives priority to children living furthest away from the alternative school offered by the Council as measured by the shortest practicable walking route as a tie break. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible.

Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

In the case of flats the route assessment is determined from the front entrance to each flat.

- 9 Pupils whose premature admission to the school has been approved by the Council.

Only applications received by the published closing date of 9 January 2017 for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

Any place approved on the basis of residence will be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates as published in the Admission to Schools Booklet). The home address is considered to be the child's along with their parent's main and genuine principal place of residence on the published date of 8<sup>th</sup> January 2018 i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than guardianship) the friends or relative's address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week (i.e. 3 out of 5 days available). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Children of UK service personnel will be treated as in catchment if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address.

A child is not required to start school until the start of the term following the child's fifth birthday. Where a parent is offered a place in a reception class before their child is of compulsory school age, the parents have the option of deferring their child's entry until later in the same school year. The effect is that the place is held for that child and is not available to be offered to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted. It is recommended that any deferment of a place is discussed with the relevant Headteacher.

### **Waiting Lists**

Where a place has been refused, the application will be placed on a waiting list. Applications received in the annual allocation of places will remain on the waiting list until the end of the Autumn Term 2018. Applications received outside of the annual allocation of places for in year admissions will remain on the waiting list until the end of the term in the academic year to which the

application relates. After this time parents will be expected to make a further application for admission.

### **Late Applications**

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

Applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

The processing of late applications will normally be done on a monthly basis.

### **In Year Applications**

In the event of the Council receiving more applications for an age group than the number of places available, places will be filled by using the Admissions criteria above. (Deadline dates refer to the annual allocation of places to the Reception age group in September 2018).

### **Statutory Appeals**

If parents are dissatisfied with the result of an application for a particular Community primary school, an appeal may be submitted to the independent Statutory Appeal Panel, any decision made by the Panel being binding on the Council. If the appeal is not successful, further applications for a place at the same school will not be considered for the same academic year unless the Director of Education & Lifelong Learning determines there are significant and material changes in the circumstances of pupil/parents or school.

### **Voluntary Controlled Primary School**

In the case of St Mellons Voluntary Controlled Church in Wales Primary School, the Council has agreed to delegate responsibility for admissions to the Governing Body. Application should be made therefore directly to the school.

\* Catchment area information is available on the Council website.

**THE CITY OF CARDIFF COUNCIL  
EDUCATION & LIFELONG LEARNING**

**SCHOOL ADMISSIONS POLICY: 2018/2019**

**ADMISSIONS TO SECONDARY SCHOOLS**

The Council is the Admissions Authority for all maintained Community Secondary Schools. All admissions are approved by the Director of Education & Lifelong Learning.

Children transfer to secondary education in the September following their eleventh birthday.

In the Autumn Term parents of Year 6 pupils in Community Primary Schools are invited to nominate their preferred Secondary Schools either by using the Council's On Line application Service or by completing a preference form. Parents are also informed of their catchment area school. Parents who submitted an application by the published closing date of Monday 4 December 2017 will be notified of the result of their application on Thursday 1 March 2018.

Parents have the right to express a preference for their preferred schools which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the Council will be applied. In deciding which children to admit to a school, the Council applies the criteria set out below in the order of priority shown (1. being the highest priority) and examines the merits of each case by considering any reasons put forward supporting any expressed preference. The Council will not normally exceed the school's Admission Number.

Where a school is named in a statement of special educational needs, where the Council is the admissions authority the Council has a duty to admit the child to the school.

In the case of children looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13) following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a duty to admit the child to the school.

**PUBLISHED DATE:** Reference to the published date means the date set out in this Policy, in the Notes for the Guidance of Parents and in the Information for Parents Booklet 2018/2019



1. Children who are looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13)
2. (a) Where an older sibling was directed by the Council to an alternative school because the alternative school was previously the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates. In addition the younger sibling must be residing in the same address (or an address within the catchment area that was the subject of the change before it was implemented) that the older sibling was living at the time of the original application.  
  
(b) Where an older sibling was directed by the Council to an alternative school because no places were available at the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates
3. Pupils who are permanently resident within the defined catchment area\* of the school on the published closing date of 4 December 2017 for receipt of preference forms. Evidence of permanent residence of the pupil must be supplied if required. Where preferences exceed places available, priority will be given to multiple birth siblings resident within the defined catchment area. Criteria 4, 5, 6, 7 and 8 will then be applied to decide which other pupils are admitted.
4. Pupils in respect of whom the Council judges that there are compelling medical grounds or compelling social grounds for their admission to a specified school. Written recommendations from a medical consultant or a social worker or similar professional will be required giving detailed reasons for the pupil's admission to a particular school. Where preferences exceed places available, Criteria 5, 6, 7 and 8 will then be applied to decide which other pupils are admitted.
5. Pupils who have a brother and/or sister who will be on register at the school, in Years 8 to 11, when they are admitted. In considering siblings first priority will be given to applications from multiple birth siblings. Any sibling connection must be clearly stated in the application. Where preferences exceed places available, Criteria 6, 7 and 8 will then be applied to decide which other pupils are admitted. For admission purposes a sibling is a child permanently resident at the same address as the pupil applying for a place who is the brother/sister, half brother/sister (children who share one common parent), step brother/step sister where two children are related by virtue of their parents being married, co-habiting or in a civil partnership. This definition also includes adopted or fostered children living at the same address.

6. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest practicable walking route. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Where preferences exceed places available, Criteria 7 will then be applied to decide which other pupils are admitted. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

In the case of flats the route assessment is determined from the front entrance to each flat.

7. In determining applications for admission in respect of other pupils the Council gives priority to children living furthest away from the alternative school offered by the Council as measured by the shortest practicable walking route as a tie break. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

In the case of flats the route assessment is determined from the front entrance to each flat.

8. Pupils whose premature admission to the school has been approved by the Council

Only applications received by the published closing date of 4 December 2017 for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

Any place approved on the basis of residence will be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates as published in the Admission to Schools Booklet). The home address is considered to be the child's along with their parent's main and genuine principal place of residence on the published date of 4 December 2017 i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than guardianship) the friends or relative's address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week (i.e 3 out of 5 days available). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Children of UK service personnel will be treated as in catchment if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address.

#### **Waiting Lists**

Where a place has been refused, the application will be placed on a waiting list. Applications received in the annual allocation of places will remain on the waiting list until the end of the Autumn Term 2018 Applications received outside of the annual allocation of places for in year admissions will remain on the waiting list until the end of the term in the academic year to which the application relates. After this time parents will be expected to make a further application for admission.

#### **Late Applications**

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

Applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

The processing of late applications will normally be done on a monthly basis.

#### **In Year Applications**

In the event of the Council receiving more applications for an age group than the number of places available, places will be filled by using the Admissions criteria above. (Deadline dates refer to the annual allocation of places to the Year 7 age group in September 2018).

### **Statutory Appeals**

If parents are dissatisfied with the result of an application for a particular Community secondary school, an appeal may be submitted to the independent Statutory Appeal Panel, any decision made by the Panel being binding on the Council. If the appeal is not successful, further applications for a place at the same school will not be considered for the same academic year unless the Director of Education & Lifelong Learning determines there are significant and material changes in the circumstances of pupil/parents or school.

### **ADMISSIONS TO SIXTH FORMS**

The Council has agreed to delegate to the Governing Body of Community Schools responsibility for the determination of admission arrangements for sixth forms. Application should therefore be made directly to the school.

- Catchment area information is available on the Council website. The catchment areas for schools providing primary education are grouped together to form the catchment areas of maintained secondary schools in Cardiff.

The Council is also consulting on the co-ordination of secondary school admission arrangements which will apply to Community Schools and Own Admission Authority Schools (Faith/Foundation Schools) in Cardiff whose Governing Bodies adopt the scheme from October 2017 for admission to Secondary education in September 2018.

The regulations require consultation to be completed by 1 March 2017 and arrangements determined by Admission Authorities by 15 April 2017.

The consultation document can be accessed at  
[www.cardiff.gov.uk/admissionarrangementsconsultation](http://www.cardiff.gov.uk/admissionarrangementsconsultation)

Admission Numbers, September 2018 (Red font proposed / potential change)

<b>Community Primary Schools</b>	<b>Admission Number</b>
Adamsdown Primary School	60
Albany Primary School	60
Allensbank Primary School	45
Baden Powell Primary School	60
Birchgrove Primary School	58
Bryn Celyn Primary School	30
Bryn Deri Primary School	30 <sup>(1)</sup>
Bryn Hafod Primary School	60
Coed Glas Primary School	75
Coryton Primary School	30 <sup>(1)</sup>
Creigiau Primary School	29
Danescourt Primary School	60
Fairwater Primary School	40
Gabalfa Primary School	30
Gladstone Primary School	30
Glan Yr Afon Primary School	41
Glyncoed Primary School	60
Grangetown Primary School	60
Greenway Primary School	30
Gwaelod-y-Garth Primary School	7
Hawthorn Primary School	30
Herbert Thompson Primary School	60
Howardian Primary School	60
Hywel Dda Primary School	60
Kitchener Primary School	60
Lakeside Primary School	60
Lansdowne Primary School	60
Llanedeyrn Primary School	55
Llanishen Fach Primary School	60
Llysfaen Primary School	60
Marlborough Primary School	60
Meadowlane Primary School	45
Millbank Primary School	30
Moorland Primary School	90 <sup>(2)</sup>
<b>Community Primary Schools</b>	<b>Admission Number</b>

Mount Stuart Primary School	60
Ninian Park Primary School	90
Oakfield Primary School	60
Pencaerau Primary School	30
Pentrebane Primary School	30
Pentyrch Primary School	20
Pen-y-Bryn Primary School	30
Peter Lea Primary School	45
Pontprennau Primary School	60
Radnor Primary School	45
Radyr Primary School	60 <sup>(3)</sup>
Rhiwbeina Primary School	75
Rhydypenau Primary School	60
Roath Park Primary School	58
Rumney Primary School	60
Severn Primary School	60
Springwood Primary School	60
Stacey Primary School	30 <sup>(1)</sup>
Thornhill Primary School	60
Tongwynlais Primary School	28
Ton-yr-Ywen Primary School	60
Trelai Primary School	60
Trowbridge Primary School	30
Whitchurch Primary School	90
Willowbrook Primary School	60
Windsor Clive Primary School	60
Ysgol Bro Eirwg	60 <sup>(1)</sup>
Ysgol Coed-y-Gof	60
Ysgol Creigiau	29
Ysgol Glan Ceubal	30
Ysgol Glan Morfa	60
Ysgol Gwaelod-y-Garth	26
Ysgol Hamadryad	60
Ysgol Melin Gruffydd	60
Ysgol Mynydd Bychan	30 <sup>(1)</sup>
Ysgol Pencae	30 <sup>(1)</sup>
Ysgol Pen Y Groes	30

Ysgol Pwll Coch	60
Ysgol Treganna	90
Ysgol y Berllan Deg	60 <sup>(1)</sup>
Ysgol Y Wern	75
Ysgol Nant Caerau	30
Ysgol Pen Y Pil.	30
<b>Voluntary Controlled Primary Schools</b>	<b>Admission Number</b>
St Mellons C.W. Primary School	15
<b>Voluntary Aided Primary Schools</b>	<b>Admission Number</b>
All Saints C.W. Primary School	30
Bishop Childs C.W. Primary School	30 <sup>(1)</sup>
Christ The King R.C. Primary School	30
Holy Family R.C. Primary School	35
Llandaff C.W. Primary School	60
St Alban's R.C. Primary School	30
St Bernadette's R.C. Primary School	30
St Cadoc's R.C. Primary School	45
St Cuthbert's R.C. Primary School	22
St David's C.W. Primary School	30
St Fagans C.W. Primary School	30
St Francis R.C. Primary School	55
St John Lloyd R.C. Primary School	45
St Joseph's R.C. Primary School	30
St Mary The Virgin C.W. Primary School	60
St Mary's R.C. Primary School	37
St Monica's C.W. Primary School	20
St Patrick's R.C. Primary School	45
St Paul's C.W. Primary School	30 <sup>(1)</sup>
St Peter's R.C. Primary School	75
St Philip Evans R.C. Primary School	52
Tredegaville C.W. Primary School	30
<b>Community Secondary Schools</b>	<b>Admission Number</b>
Cantonian High School	181
Cardiff High School	240
Cardiff West Community High School	240
Cathays High School	165

Eastern High	240
Fitzalan High School	300
Llanishen High School	300
Radyr Comprehensive School	210
Willows High School	224
Ysgol Gyfun Gymraeg Glantaf	240
Ysgol Gyfun Gymraeg Plasmawr	180
Ysgol Bro Edern	180
<b>Foundation Secondary Schools</b>	<b>Admission Number</b>
Whitchurch High School	390
<b>Voluntary Aided Secondary Schools</b>	<b>Admission Number</b>
Bishop of Llandaff C.W. High School	180
Corpus Christi R.C. High School	186
Mary Immaculate R.C. High School	159
St Illtyd's R.C. High School	176
St Teilo's C.W. High School	240

**It should be noted that in progressing school reorganisation proposals, some admission numbers may need to change.**

(1) It is proposed to maintain the current admission number for **2018** as allowed by WG regulations, pending extensive discussions with Head and Governors to agree an appropriate way forward within the context of demand for places and the capacity of the premises.

(2) Approved proposal to enlarge the school to 630 places deferred from September 2017 to September 2018.

(3) Subject to publishing of statutory notice and approval by the Council's Cabinet of the proposal to enlarge Radyr Primary School from September 2017.

**NB. It should be noted that some of the above proposals are subject to receiving the relevant planning consent.**



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# **Co-ordinated Secondary School Admission Arrangements 2018-2020**

## **Consultation Document 2016**

**A fairer, more equitable system of allocating school places in Cardiff**

Consultation Period:  
**5 December 2016 – 23 January 2017**

This document can be made available in Braille.  
Information can also be made available in other community languages if needed.  
Please contact us on 029 2087 2720 to arrange this.

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## **Introduction:**

This consultation is an opportunity for people to learn about the proposed introduction of co-ordinated secondary school admission arrangements for Cardiff. It is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

## **What is the Proposal?**

The proposal is to:

- Pilot the implementation of a co-ordinated secondary school admissions process for the Year 7 age group for intakes in September 2018, September 2019 and September 2020.

The proposal to pilot a coordinated admissions system would not remove the rights of Admission Authorities to control their own admissions and therefore which children would be offered places at their schools. It would not have any impact upon the admissions policies currently being operated by the various Admission Authorities, nor impose any change to schools' governance.

Co-ordinated secondary school admission arrangements are to be kept under review. Subject to a decision to make the arrangements permanent, a further consultation would be undertaken. In the event a decision is made not to make co-ordinated secondary school admission arrangements permanent, existing arrangements would continue.

## **Your Views Matter:**

Your views matter and we want you to tell us what you think about the proposal. You can do this by:

- attending one of the drop in sessions:

<b>Date/Time</b>	<b>Venue</b>
<b>Tuesday, 13<sup>th</sup> December 2016 9:00am – 11:00am</b>	<b>Llanishen Leisure Centre</b>
<b>Tuesday, 10<sup>th</sup> January 2017 4:00pm – 6:00pm</b>	<b>Grangetown Hub</b>
<b>Wednesday, 11<sup>th</sup> January 2017 4:00pm – 6:00pm</b>	<b>Llanrumney Hub</b>
<b>Thursday, 12<sup>th</sup> January 2017 4:00pm – 6:00pm</b>	<b>Fairwater Hub</b>
<b>Tuesday, 17<sup>th</sup> January 2017 4:00pm – 6:00pm</b>	<b>Central Library Hub</b>

- completing the online response form at [www.cardiff.gov.uk/admissionarrangements](http://www.cardiff.gov.uk/admissionarrangements) or
- contacting the School Organisation Planning Team on (029) 2087 2720, by e-mail to [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk) or by post to Room 422, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The closing date for responses to this consultation is **23 January 2017**. Unfortunately responses received after this date will not be considered by the Council.

## **Explanation of Acronyms & Terms used:**

**Admission Authority** – The body responsible for setting and applying a school's admission arrangements.

**Admission Forum** – A statutory local body charged with co-ordinating the effectiveness and equity of local admission arrangements. The Forum comprises representatives of admission authorities and schools, dioceses, the local community and parent governors.

**Governing Bodies** – The body corporately responsible for conducting schools with a view to promoting high standards of educational achievement; through setting strategic direction, ensuring accountability, monitoring and evaluation.

**Community Schools** – a maintained primary or secondary school for which a Local Authority has staffing, premises, and admissions responsibilities.

**Foundation & Voluntary Aided Schools** – a maintained primary or secondary school for which the school's Governing Body has staffing, premises and admissions responsibilities.

**Equality Impact Assessment (EIA)** – a process designed to ensure that a policy, project or scheme does not discriminate against any disadvantaged or vulnerable people.

**CW** – Church in Wales

**EAL** - English as an Additional Language

**HS** – High School

**RC** – Roman Catholic

**SEN** - Special Educational Needs

## **Background to the Proposal:**

Co-ordinated admission arrangements were introduced in England under the terms of the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2007.

There are currently no formal co-ordinated admission arrangements in Wales despite there being recognition of the challenges of implementing effective arrangements for admissions in Cardiff which has 30 Admission Authorities.

## **School Admissions:**

Admission Authorities in Cardiff are committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious belief. However, there are various exceptions for schools of a religious nature. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

## **What are the Current Arrangements & Issues with the Current Allocations System?**

At present, parents apply for their child to transfer from primary to secondary education by submitting a school admission form to the Admission Authorities of their preferred schools. Parents applying for a community school can complete and submit their application online, while parents applying to other schools complete and submit a paper application form.

Following consideration by the Admission Authorities for each preference school, parents receive the result of their application from each Admissions Authority.

Whilst parents inform the Council of which community schools are their preferred option(s), they are not required to confirm which community; voluntary aided or foundation school is their higher preference. As a result, parents could be offered more than one school place for their child.

Consequently, there is uncertainty as to which pupils will start at which schools as the order of parental school preferences is unclear at the time of application:

- Foundation and Voluntary Aided schools provide the Council with their admission decisions by a date agreed by the Cardiff Admissions Forum, but the Council is unable to use the information to reallocate places at community schools before offer date as Admissions Authorities do not know the order of parents' preferences.
- The Council cannot provide reciprocal information to Governing Bodies regarding the allocation of community school places under the current arrangements due to Data Protection Act constraints. Furthermore, allocation lists for every school would have to be sent, which is impractical.

Admission Authorities continue to administer statutory waiting lists and arrange statutory appeal hearings, many of which are time consuming, costly and unnecessary for parents.

Table 1 below indicates the number of Year 7 appeals that proceeded to an Independent School Admission Appeal Hearing for the September 2016 intake. Based on calculations for cases against the Local Authority, it is estimated that each appeal costs approx. £650 and 9 hours of officer time.

**Table 1: Number of Appeal Hearings for Admission into Year 7 from September 2016**

<b>School</b>	<b>No. of Year 7 Appeals</b>
Community Schools	100
St Teilo's CW HS	42
Bishop of Llandaff CW HS	32
St Illtyd's RC HS	18
Corpus Christi RC HS	16
Whitchurch HS	15
Mary Immaculate RC HS	11
<b>Total</b>	<b>234</b>

### **Why is the Change Proposed?**

Some parents applying for their child's admission to secondary education have been offered places at multiple schools, whilst other parents have been unsuccessful in securing their child a place at any one of their school preferences.

Based on the initial allocation for transfer into Year 7 from September 2016, a total of 192 children were holding a total of 397 places. That means 192 families were holding 205 places they were not planning to take up and preventing their allocation to others. At the same time 360 other children received no offer.

Many families therefore missed out on their higher preferences or received no place at all.

Table 2 below indicates the number of successful applicants per school, who were also offered an additional one or more school places elsewhere:

**Table 2: Number of Successful Year 7 Applicants  
Issued at least 2 School Place Offers (1 per Admissions Authority)**

<b>Admissions Authority</b>	<b>Governing Body</b>	Bishop of Llandaff CW HS	52
		Corpus Christi RC HS	53
		Mary Immaculate RC HS	27
		St Illtyd's RC HS	35
		St Teilo's CW HS	22
		Whitchurch HS	47
	<b>Local Authority</b>	Community Schools	161
<b>Total Number of Offers:</b>			<b>397</b>

Some parents choose to 'hold' offers for more than one school, preventing other children being offered these places, which causes undue stress upon families but also difficulties for both primary and secondary schools planning for the children's transition.

**A co-ordinated secondary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff. Children would have a better experience and more effective start to their secondary school education.**

### **What are the Benefits of the Proposal?**

The Council aims to offer a co-ordinated admissions process with the voluntary aided and foundation sectors, which provides parents/carers with a clear picture of the school place choices available to them and the likelihood of securing first preferences. This proposal would contribute towards this aim.

The following benefits would be expected to result from this proposal:

- More pupils would secure a higher school preference;
- More pupils would have peace of mind having secured a secondary school place;
- More parents would be able to plan work and childcare commitments much earlier;
- Fewer would need to worry about their child being on multiple school waiting lists;
- Fewer families would need to submit further admission applications or undertake the Independent Appeal process and
- Children going into Secondary School for their first time will have a better experience as a result of the staff being able to maximise on the efficiencies of the admissions process to provide a more effective start for children to allow them to realise their maximum potential earlier rather than later.



## **What are the Disadvantages of the Proposal?**

The current system allows for parents to apply to multiple Admission Authorities with the potential for their child to be offered multiple school places. This system provides those families that apply to and secure offers for more than one school, with a further decision stage at which they can choose which school offer to accept.

Implementing a co-ordinated secondary school admission arrangements system between all Community; Foundation and Voluntary Aided schools would reduce the number of school offers to one; the advantage being that more pupils would be offered their preferred school as a consequence. A minority of parents may feel disadvantaged as a result, albeit they still would retain the right to parental preference and the opportunity to rank order their school preferences.

## **If nothing changes, what happens?**

Retaining existing arrangements would further increase the inefficiencies within the current pupil allocation system. Many pupils would receive multiple offers of places whilst others may receive lower preference offers or none at all.

Continuing this would mean Admission Authorities are unable to allocate more places to children in the initial allocation round.

## **If the proposal is implemented, how would schools be affected?**

The proposal, which allows for parents to express their community/voluntary aided/foundation school preference on a Common Application Form, does not have any impact upon a school's admissions policy nor impose any change to its governance.

It is therefore anticipated that the proposed co-ordinated secondary school admission arrangements would have little or no effect on the number of pupils that will be on roll at English-medium community/voluntary aided/foundation schools or Welsh-medium community schools in the city.

It is the Council's view that this proposal will assist schools to plan their budgets; class organisation and staffing arrangements, as all schools will have a clearer idea of which pupils they will be admitting.

## **What are the Proposed Arrangements and how would they work?**

Co-ordinated secondary school admissions for the Year 7 age group would follow the timetable as outlined below (for the September 2018 intake):

### **October 2017 – Monday, 4 December 2017**

- ▶ Parents would complete a Common Application Form and would express up to three preferences for Community and/or Voluntary Aided and/or Foundation Schools.
- ▶ Parents applying for a Voluntary Aided or Foundation school would also complete a supplementary application form for the individual school, which is returned direct to the school's Governing Body along with references; documentary evidence and any other information required.

### **Monday, 4 December 2017**

- ▶ Closing date for submission of the Common Application Form.

### **December 2017 – February 2018**

- ▶ Voluntary Aided schools and the Foundation school would determine which applicants qualify for their admissions criteria by ranking **all** applicants accordingly, confirming their decisions having prioritised their list of applicants and detailing each pupil's grounds for admission.
- ▶ The Central Admissions Database would then allocate a single school place at the highest preference to which the child qualifies for admission.

### **Thursday, 1 March 2018**

- ▶ A single offer or notification refusing all preferences, is communicated from the Council on behalf of Admissions Authorities to the parents.
- ▶ Decisions are made available online and posted (if required) 1st class on Thursday, 1 March 2018.

### **Friday, 16 March 2018**

- ▶ Parents respond to the Council regarding the offer of a school place or decision to refuse all preferences; these responses being accessible to the schools.
- ▶ Parents who have not responded to an offer of a school place by this date, will have the offer withdrawn for reallocation to another pupil.

## **Further Information**

### **Quality and Standards:**

The Council has in place policies to support school improvement e.g. 'High Achievement for All' and 'Achievement for Inclusion.' It is working to respond to the key principles of the 'School Effectiveness Framework' to secure better learning outcomes and well-being for all children.

It is not anticipated that there will be any negative impact on the quality of standards of education or the delivery of Key Stage 3 and above curriculums as a result of this proposal.

The Council would continue to work with the leaderships of all schools to continue to ensure a rigorous whole school approach to improvement planning and secure good relationships with parents and other partners in order to ensure pupils receive a high quality education.

It is anticipated that there will be little to no risk of distraction or disruption to leadership and governance that could impact on educational outcomes.

### **How would SEN and EAL provision be affected?**

A child has Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision. A learning difficulty means the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities for those that the school generally provides for children.

Schools in Cardiff receive delegated funding to enable them to provide extra support and focussed interventions for pupils who have SEN.

There is no information available that suggests that the proposals would have a negative effect on SEN provision at the schools and the schools would continue to provide SEN support for pupils appropriate to the level of need.

There is also no information available that suggests that the proposals would have a negative effect on provision for any group including those who are from minority Ethnic groups or in receipt of Free School Meals and the schools would continue to provide support appropriate to the individual needs of each pupil.

### **Admissions and Catchment Area Arrangements:**

There are no proposed changes to catchment areas as part of this proposal.

There are no plans to change any Admission Authority's policy (over-subscription criteria) on the admission of children to schools as a result of this proposal.

Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, which can be downloaded from the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

### **Financial Matters:**

It is the Council's view that schools will be better able to plan their school budgets for forthcoming academic years as they will have a clearer idea of which pupils they will be admitting. It is also the Local Authority's view that as a result of implementing this proposal, there would be fewer Independent School Admission Appeal Hearings than if the arrangements were not implemented, saving approx. £650 per case.

### **Human Resources Matters:**

It is the Council's view that this proposal is unlikely to impact on school staffing. Working practises would change, not reduce.

### **Transport Matters:**

It is the Council's view that this proposal is unlikely to impact on traffic as it does not relate to any change with respect to supply of school places nor any change to school catchment areas.

### **Learner Travel Arrangements:**

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. The Council's transport policy for school children can be viewed on the Council's website ([www.cardiff.gov.uk](http://www.cardiff.gov.uk)).

### **Impact of the Proposal on the Welsh Language:**

It is not anticipated that there will be any differential impact on the Welsh Language as a result of this proposal.

The teaching of Welsh within an English-medium setting is subject to the requirements of the National Curriculum. This would not change.

This proposal does not seek to change the number of Welsh-medium school places available in the city.

Officers are monitoring birth rates; the yield from proposed housing and the patterns of take up in Welsh-medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet any increased demand.

## **Equality Matters:**

An initial Equality Impact Assessment has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. The assessment will be reviewed following consultation.

The proposal will have a positive impact on children in Cardiff achieving their full potential by promoting and improving access to learning in the city; giving children the best start by providing a better experience for children going into Secondary School for their first time. This will be as a result of school staff being able to maximise on the efficiencies of the admissions process to provide a more effective start for children to allow them to realise their maximum potential earlier than later.

The Council (Admissions Authority for Community Schools) and Governing Bodies (Admissions Authority for Voluntary Aided and Foundation Schools) will continue to strengthen its partnership in delivering positive outcomes for the city and its citizens; working collaboratively with a shared agenda to achieve significant cost and efficiency savings.

The consultation process is compliant with the Welsh Government's School Admissions Code intended to engage stakeholders with the views put forward as part of the decision making specific to the proposed change.

## **Considering Community Impact:**

There is a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community. It is the Council's view that this proposal is unlikely to negatively impact on any community in Cardiff. Officers would work with any community group to ensure that the proposal avoids negative impacts wherever possible.

The schools subject to the proposal are existing schools which offer a range of after school activities and may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities.

## **What Happens Next?**

### **Consultation Period – 5 December 2016 to 23 January 2017:**

Please see page 3 for further details of how to respond and make your views known.

The feedback from consultees will be collated, with issues summarised and the Council's responses. This will form part of the Admission Arrangements Consultation Report that will be published on the City of Cardiff Council website for all persons to view prior to consideration by the Council's Cabinet. Hard copies of the report can be obtained on request by using the contact details in this document.

### **Determination of the Proposal & Decision Notification:**

The City of Cardiff Council Cabinet will consider the Admission Arrangements Consultation Report at its March 2017 meeting and decide whether or not to proceed with the proposal. Following determination of the proposal all interested parties will be informed of the decision, which will be published electronically on the City of Cardiff Council's website.

**CONSULTATION RESPONSE FORM**  
**(Proposed Co-ordinated Secondary School Admission Arrangements)**

Your views matter, please tell us what you think about the proposal by:

- Completing and returning this questionnaire to the address given at the bottom of the form or;
- Completing the online response form, which can be found at [www.cardiff.gov.uk/admissionarrangements](http://www.cardiff.gov.uk/admissionarrangements) or;
- E-mail your views to: [schoolresponses@cardiff.gov.uk](mailto:schoolresponses@cardiff.gov.uk)

**Please note that all comments sent in writing or by e-mail must contain the full name and full postal address of the person making the comments.**

**The closing date for responses to this consultation is 23 January 2017. Unfortunately responses received after this date are unable to be considered by the Council.**

Responses received from consultees will be considered as part of the Admission Arrangements Consultation Report.

Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as an e-mail address, name or postal address would be removed.

Do you support the proposal to co-ordinate secondary school admissions for the Year 7 age group?

Yes

No

If you do not support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

Do you wish to make any other comments?

Name: .....

Address: .....

.....

Postcode: .....

E-mail Address: .....

Date: .....

Your status: Governor

Parent

Pupil

Staff

Other (please specify) .....

If Pupil/Parent: What year group are you/is your child in currently? .....

Thank you for your comments.

Please tick the box below if you wish to be notified of publication of the consultation report:

Please return this form to arrive by 23 January 2017 to:

School Organisation Planning Team

Room 422

County Hall

Atlantic Wharf

Cardiff

CF10 4UW

AP  
18-19/14**Phillips, Rosalie**

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**From:** Andrew Skinner [REDACTED]  
**Sent:** 21 January 2017 13:52  
**To:** School Responses  
**Subject:** Response to the Council's proposed schools' admission arrangements for 2018/19

**Importance:** High

Dear Sir,

I write on behalf of the Governing Body in response to the council's consultation on proposed school admission arrangements for 2018/19. Specifically the section on admissions to secondary schools.

Following a meeting with parents, we are concerned that the current oversubscription criteria unfairly penalises families resident in the partner secondary school catchment area who live in the primary school catchment area around the school by virtue of their geographic distance to the secondary school when compared with the other three partner primary schools who are closer to the secondary school.

We would propose that in advance of proximity from home to the secondary school (proposed oversubscription criteria 6) that family longevity of residence (or other similar criteria that removes the unfairness of proximity) should take precedence to proximity.

Further we are also concerned that whilst parents attention was drawn to the consultation on Co-ordinated Secondary School Admission, they were not equally advised by the Local Authority of the consultation on proposed school admission arrangements for 2018/19.

I would welcome your feedback on this e-mail.

Regards,  
Andrew Skinner

Chair of Governors  
Marlborough Primary School  
Blenheim Road  
Roath  
Cardiff \_\_\_\_\_  
CF23 5BU  
Tel: 029 20492564  
Fax: 029 20470072

website: marlboroughprimary.com  
twitter: @marlboroughpri  
email: marlboroughprm@cardiff.gov.uk





13/11/21

Letter to the Council

	Name
	Address
	Postcode
	Telephone
	Email

I am writing to you regarding the proposed changes to the school's curriculum for the year 2022/23. I am writing to you regarding the proposed changes to the school's curriculum for the year 2022/23.

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I am writing to you regarding the proposed changes to the school's curriculum for the year 2022/23. I am writing to you regarding the proposed changes to the school's curriculum for the year 2022/23.

I would be grateful if you could sign this letter.

Yours faithfully,  
 Chair of Governors  
 Inverclyde Primary School  
 Glasgow  
 G11 7JL  
 Tel: 01475 511111  
 Fax: 01475 511112



For more information please contact the school office on 01475 511111 or visit our website at [www.inverclydeprimary.co.uk](http://www.inverclydeprimary.co.uk)

**Phillips, Rosalie**

---

**From:** Boyle, Joe (Cllr)  
**Sent:** 23 January 2017 16:07  
**To:** School Responses  
**Cc:** Kelloway, Bill (Cllr); Burfoot, Patricia (Cllr)  
**Subject:** Admissions policy 2018/19 consultation

**Re. Response to the School Admissions Policy 2017/18**

We are writing, as elected members for Penylan, to request an amendment to the School Admission Policy 2017/18.

We believe that the current system of allocating places on the basis of proximity as a tie-breaker in the case of over-subscription is unfair.

Our opinion is shaped by the current over-subscription problem faced by many Penylan residents as they seek a place for their children at Cardiff High School. However, this is not a unique problem and is one faced elsewhere in the city.

The use of proximity alone means relying on one arbitrary measure, enshrines unfairness and is open to abuse. There is enough evidence to show that parents play the school admissions system by moving into the catchment area of a popular school late in their child's time at primary school. Although this may not break any current rules, it is unfair on families who have lived in a community all their lives and who have an expectation that their child will be able to attend their local community school.

In the current consultation regarding a co-ordinated secondary school admissions process, the council makes the following, valid point in justifying those proposals:

**Considering Community Impact:**

There is a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community.

We agree with this. However, this is an acknowledgement that the council needs to deal with broader problems within the current admissions process, with the proximity criteria being the most glaring example of how unfairness is built into the system.

In addition, one of the guiding principles of the Welsh Government's School Admissions Code is that admissions must not be based on criteria that are 'arbitrary in nature'. We would argue that distance (proximity to school) is an arbitrary measure and certainly no more nor less arbitrary than another fundamental measure, namely time (length of residence). There is nothing inherent in the concept of 'distance' that makes it more or less arbitrary than 'time'.

For those who would argue that distance is a better measure than time, paragraph 2.29 of the Code, relating to undesirable over-subscription criteria, makes no mention of time or, for that matter, distance. To give preference to one or the other is, therefore, an arbitrary decision. The Code, it could be argued, presents a skewed argument by giving added weight to distance in paragraphs 2.48 – 2.50. The claim that 'distance between home and school is a clear and objective oversubscription criterion and is useful as a tie-breaker' could easily be rewritten as 'length of residence in a catchment area is a clear and objective oversubscription criterion and is useful as a tie-breaker'.

If this argument is accepted, then it is surely right to reconsider the use of distance as the tie-breaker in cases of over-subscription. Returning to the council's own words, the key factor should be the matter of fairness. The point is a

familiar one: is it fair that families who have lived in a catchment area all their lives should be 'gazumped' by a family that moves in a week before the cut-off point for submitting an admission? We believe it is not fair.

Therefore, we suggest the council rewrites the admissions policy ahead of its ratification by the council's cabinet. We believe there are two options:

1. Length of residence in a catchment area becomes the tie-breaker in the case of over-subscription.
2. Recognising that, on the basis of the argument above, time is as arbitrary a measure as distance, the council could introduce a points-based tie-breaker, based on an aggregate of both proximity to the school and length of residence. Mathematically, this is not complicated. In crude terms, it might look something like this (the gradations would, of course, have to be a great deal finer):

		Distance from school (metres)							
		500m	1000m	1500m	2000m	2500m	3000m	3500m	4000m
Length of residence (years)	0	93	92	91	90	89	88	87	86
	1	94	93	92	91	90	89	88	87
	2	95	94	93	92	91	90	89	88
	3	96	95	94	93	92	91	90	89
	4	97	96	95	94	93	92	91	90
	5	98	97	96	95	94	93	92	91
	6	99	98	97	96	95	94	93	92
	7	100	99	98	97	96	95	94	93

So, for example, Family A lives 1000m away and has been there for 5 years. They would accrue 97 points. Family B lives 500m away and has lived there for two years. They would accrue 95 points. In the situation of a tie-break, the place would be given to Family A. [This is purely illustrative.]

A system such as this could deter families from parachuting into a catchment area, while avoiding the trap of replacing one arbitrary measure with another.

In conclusion, we believe the policy as currently stated is not fit for purpose. We believe it does not meet the council's own stated aims of a fair admissions policy. We are therefore asking for amendments to be made to the policy before it is presented to cabinet for approval, removing the reliance on proximity alone as a tie-breaker in cases of over-subscription. We believe we have presented two options that could help remove unfairness from the admissions process.

Regards,

Joe Boyle, Bill Kelloway, Tricia Burfoot  
Councillors for Penylan

CA16 / 146

**St Teilo's CIW High School**

1. In principle the Governing Body supports the process that you are consulting upon. Representatives of the Governing Body and school attended your recent meeting and conveyed this view.
2. With regard to comments upon individual school Admissions Policies, the Full Governing Body is currently reviewing the St. Teilo's Admission Policy for 2018 Year 7 Entry and may make minor adjustments as it seeks fit, but will be unable to do so before the prescribed 27<sup>th</sup> January date. We would hope to be in a position to confirm this by the end of February.

On behalf of the Chair of Governors of St. Teilo's CIW High School

Kind regards

Andy Lewis

Clerk to the Governing Body



CA16/148  
**The Bishop of Llandaff**  
**Church-in-Wales High School**

Rookwood Close • Llandaff • Cardiff • CF5 2NR  
Tel • 029 2056 2485 Fax • 029 2057 8862  
Email • schooloffice@bishopofllandaff.org  
Headteacher • Marc Belli

Mr Denton-Smith  
School Organisation Team Project Officer  
School Organisational Planning  
City of Cardiff Council  
County Hall  
CF10 4UW

6<sup>th</sup> February 2017

Dear Mr Denton-Smith,

**Re: Response to the consultation on Co-ordinated Secondary School Admission Arrangements**

I refer to your correspondence with the Clerk to the Governors on this matter. The Governors of The Bishop of Llandaff CiW High School have discussed this at a Full Governing Body meeting and again at the most recent Admissions Committee meeting on 11<sup>th</sup> January. It is the governors' view that the proposed admissions process will add another level to a process that is unnecessary for the school. There are processes in place for the admissions to the school that are effectively managed. The governors understand the complications around the admissions process but at present do not feel the new format would be beneficial.

On page 5 it states that the local authority already has an online system for applications but you will be aware that The Bishop of Llandaff High School does not. Consequently, it is a bigger step for the school than it would be for many others to change to the co-ordinated online system. Would there be a shared online system? Who would maintain the system and who would pick up the cost?

It is difficult to follow the logic on page 7 that more pupils would be offered their preferred school as a consequence of the co-ordinated system. The school is limited in the number of Foundation and Community places it can offer which cannot be affected by the application system. Similarly, knowing which children will be admitted does not assist the school to plan its budget, class organisation or staffing arrangements.

As for resources, ranking all applicants would significantly increase the workload of the admissions staff. It is also not clear why this proposal would result in fewer appeals as there will still be significant numbers of unsuccessful applicants due to the limit on places, not the system of application, as acknowledged in the section on Transport which recognises there is no change in the supply of school places.

The Governors do not wish to be part of a pilot for such an important process, given the disruption and uncertainty of making the change in a live admissions environment. The preference is for the pilot to be conducted and the school would consider the situation again once the problems of a new county-wide system have been ironed out.

Yours sincerely,

Ian Phillips  
Chair of Admissions Committee/Vice Chair of Governors

CA16/145

**From:** Brian Gray [<mailto:brigcardiff@aol.com>]

**Sent:** 17 January 2017 15:50

**To:** Services, Governor <[G.Services@cardiff.gov.uk](mailto:G.Services@cardiff.gov.uk)>

**Subject:** Re: REMINDER: Co-ordinated Secondary School Admission Arrangements Consultation

Dear Michell,

Just to inform you that S Illtyd's would like to be part of this admission pilot scheme.

If you need any further details, please let me know.

Many thanks

Fr Brian Gray

Chair of Governors

St Illtyd's Catholic High School

Sent from my iPad

CA16/147

**From:** Mullins, Barbara  
**Sent:** 17 January 2017 14:40  
**To:** Sambell, Julie <[J.Sambell@cardiff.gov.uk](mailto:J.Sambell@cardiff.gov.uk)>  
**Cc:** Kath Brown <[SAK41@hotmail.co.uk](mailto:SAK41@hotmail.co.uk)>  
**Subject:** Co-ordinated Admission Arrangements

Dear Julie

Further to our telephone conversation, I write to confirm that the matter of Co-ordinated Admission Arrangements was discussed at our Governors' Meeting on 10 January 2017.

In the interests of trying to make the whole system fairer for everybody concerned, the decision has been made to support the pilot. It was also agreed, however, that if the new system does not work well, Governors will reassess the situation when discussing the school's Admissions Policy before the end of the pilot.

Hopefully, everything will go well. We look forward to learning of further training in the new system.

Yours sincerely

*Angela Thomas*  
*Headteacher*

CORPUS CHRISTI HIGH SCHOOL  
Ty Draw Road  
Lisvane  
CARDIFF CF23 6XL  
Tel : 029 20761893  
Email : [bmullins@cardiff.gov.uk](mailto:bmullins@cardiff.gov.uk)  
[www.corpuschristihs.co.uk](http://www.corpuschristihs.co.uk)

YSGOL UWCHRADD CORPUS CHRISTI  
Heol Ty Draw  
Llysfaen  
CAERDYDD CF23 6XL  
Tel : 029 20761893  
Epost : [bmullins@cardiff.gov.uk](mailto:bmullins@cardiff.gov.uk)  
[www.corpuschristihs.co.uk](http://www.corpuschristihs.co.uk)

## Mary Immaculate RC High School

### Notes for Admissions Consultation

The Governors Admissions Committee met **Wednesday January 11<sup>th</sup> at 10am**. Members had had sight of the proposals prior to the meeting.

#### General Points

1. We felt that the current window to comment on this proposal is too narrow and has therefore not allowed a full discussion at Governors. Most Governors meet every half term, meaning, depending on the deadlines set, Governors should be able to meet to discuss. The narrow window of opportunity has meant this is not possible and is a discouraging beginning to the situation;
2. We feel that a three year trial period is much too long; pilot programmes are rarely of such length because of the need to supply a more immediate assessment of progress. We would suggest a more limited geographical and time-limited approach;
3. We would like to know what the proposed monies are set aside for additional staffing or technical demands, given the expansion of the existing system.

#### Notes from Admissions Proposal document

- a. P.6 – where you say that ‘192 parents are holding 205 places’; we felt this phrase needed further explanation – for example could this be resolved by having a stricter approach to accepting places as apportioned within a narrower time window?
- b. P.7 – what evidence can you cite to support the comment ‘Children would have a better experience and more effective start to school’? If parents are unhappy with the current system, can you please outline the number and type of complaints you have received?
- c. What would happen if a pupil were noted as a category 1 entrant in multiple schools – who would define where they would go? When and how would the successful school be notified? We feel it would be necessary to have a transparent approach so that schools could see where they were ranked by parents.
- d. Where is parental choice if they are only offered one option? (p.8) How could you be sure that they would be offered their preferred school – what data can you use to support this assumption?
- e. What would happen if a parent only expressed a choice for one school and no other? What would then happen if they did not gain admission to that school?



- f. You say that continuing the current system would lead to an increase in inequality; at our school the number of appeals has reduced (even though the number of unsuccessful applications has remained the same) as our systems have become more efficient in supporting parents.
- g. What would happen if parents filled in the common form but did not fill in the school form? What does the common form look like (we should have sight of this prior to any decision), how does it operate and is the ICT system sufficiently robust to cope with this demand. Can parents only choose a VA school?
- h. If you say *'there is little or no effect on the numbers on roll'* (p.8), what do you presume the effect would be – what is your evidence?
- i. How would the system be affected if we accepted pupils from another borough?

These are key points that would need to be addressed prior to the Governors allowing Mary Immaculate to participate in any new system. We do feel that there are too many unknowns and too many un-evidenced assumptions to make a definitive decision. We certainly feel there needs to be a narrower trial to ensure these assumptions could be tested.

We look forward to your consideration of these points

H.J.Powell

Headteacher

**On behalf of the Governors Admissions Panel**

Whitchurch High School  
Penline Road  
Whitchurch  
Cardiff

23<sup>rd</sup> January 2017

Dear Mr Batchelar

#### CO-ORDINATED SCHOOL ADMISSIONS ARRANGEMENTS

I am responding on behalf of the governing body of Whitchurch High School to the local authority's consultation regarding the proposed co-ordinated secondary school admissions with effect from 2018.

The governing body wishes to give full consideration to this proposal but there are some concerns and queries arising from the consultation. These will also need to be discussed before a final decision is made.

1. The proposal removes the right of parents to apply to more than one admission authority and thereby affects the rights of children. The consultation document does not make this clear and whilst the majority of parents already know which school they wish to apply to, there are parents and children who do not know in the Autumn Term which school their child is going to want/need in the following Autumn. I am thinking particularly of families who may wish to change the nature of the school involved eg currently in a Welsh-medium school but the family and child need to decide whether this is still the best option for secondary school; move to faith education in the secondary sector, etc. Such families are not catered for in a system asking them to list three school choices.

'The process of starting school or transferring between schools can be a time of uncertainty and anxiety therefore it is essential that the principles of fairness and openness are applied to all aspects of school admissions.'  
(School Admissions Code)

The governors concern is that the proposal seems to have lost sight of the needs of certain children and is focused upon making the admission process easier for admission authorities.

2. The on-line consultation response form lacks relevance. It would have been useful to have targeted parents of Years 3, 4 & 5 in primary schools, those who would take part in the pilot scheme. As far as I can see there is no way of knowing whether any of the respondents have children in these year groups and likely to be affected.

3. Many of the authority's challenges around admission appeals are due to planning of school places issues (there are insufficient places for pupils in the right areas of Cardiff). Coming together as a shared admission service will not solve this and although the authority has indicated its strategic plans to

enhance secondary school places in the East and West of the City these are unlikely to be in place for 2018 so that appeals are likely to be a current levels, if not greater.

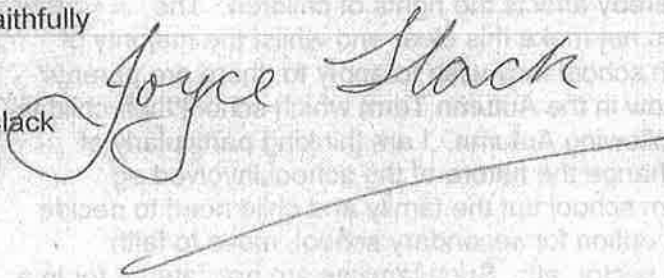
4. The governors would have liked to consult with their parents and particularly parents in feeder schools but the timescale does not allow for this.

5. The governors are concerned that the consultation documents indicates that the governing body would be required to sign up for a three year period. As the school is an Admission Authority it is felt that the local authority cannot remove this statutory right by any written contract nor would the governing body require the approval of Officers of the authority to carry out such functions. The governors would be happy to sign an agreement, in the right circumstances, but this seems heavy-handed and lacks the respect we would like to see in partnership working.

6. It is unclear from the consultation document whether the co-ordinated school admission arrangements will proceed if some of the secondary admission authorities do not sign up to the co-ordinated school admission arrangements.

Yours faithfully

Joyce Slack  
Chair

A handwritten signature in cursive script that reads "Joyce Slack". The signature is written in black ink and is positioned to the right of the typed name and title.

CA16/62

**Radyr Comprehensive School**

The proposal would make things a lot easier for schools and remove the fears that some parents have with other children holding more than one place.

Andrew Williams  
Headteacher  
Radyr Comprehensive

CA16 103

**Phillips, Rosalie**

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**From:** TStephens <TStephens@cathays.cardiff.sch.uk>  
**Sent:** 06 December 2016 08:50  
**To:** School Responses  
**Subject:** Admissions arrangements

I agree with the proposal for the admissions arrangements to change from 2018/19. For Cathays High School who admit pupils from all over the city and from a large number of primary schools we currently suffer from the situation where parents apply to us and to other secondary schools, therefore our admission number in March is never the same as the pupils that turn up in September. The new arrangements will mean we can plan using the list that is supplied in March and plan accordingly.

**Tracey Stephens - Headteacher**  
**Cathays High School**  
Address: Crown Way, Cardiff, CF14 3XG  
Tel: 029 2054 4400; Fax: 029 2054 4401  
Web: [www.cathays.cardiff.sch.uk](http://www.cathays.cardiff.sch.uk); Twitter: @CathaysHigh



**Fitzalan High School**

We have struggled for many years to seek a coordinated approach and so this new proposal would go a long way to achieving this. At present we have to request from parents via our close links with primary schools as to which school they wish to take up and even then this often turns out not to be the case in September. We do however still have a concern across different authorities as the number of our cluster pupils who hold places in the Vale will still continue. The major concern that we still have is that our cluster is still too large. Even with increasing our pupil numbers to 300 (which we do not have space for) there are still over 600 pupils in our 9 cluster schools – this still will pose a very large problem for our parents. We also believe that more needs to be done to accommodate the high numbers of families that we have who do not speak English and do not have an email address let alone access to the internet at home. The new Hub/online system has proved particular challenging this year and so any future changes would need to be mindful of this. We have met with Julie Samball this year to address these concerns and have offered to pilot or consult on the impact of any proposed changes.

Best wishes

Yvonne Roberts-Ablett  
Head of KS2 (transition) and KS3  
Fitzalan High School, Cardiff.  
Ysgol Uwchradd Fitzalan, Caerdydd.

**From:** John Hayes <JDH@plasmawr.cardiff.sch.uk>  
**Sent:** 15 January 2017 17:14  
**To:** School Responses  
**Cc:** Catrin Redknapp  
**Subject:** Consultation response re Secondary School Admission Arrangements

**Response by:** John Hayes, Headteacher, Ysgol Gyfun Gymraeg Plasmawr on behalf of the school's governing body.

Ysgol Gyfun Gymraeg Plasmawr  
Pentrebane Rd  
Fairwater  
Cardiff  
CF5 3PZ

**The Governing Body approve the proposal to co-ordinate secondary school admissions for the Year 7 age group.**

**Other comments:** Members of the Governing Body are pleased to know that officers are monitoring birth rates; the yield from proposed housing and the patterns of take up in Welsh medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet the increased demand. The Governing Body would wish to be consulted with at an early stage of any proposal that would have an impact on the admission number or existing catchment of Ysgol Gyfun Gymraeg Plasmawr.

**From:** Boyle, Joe (Cllr)  
**Sent:** 23 January 2017 15:40  
**To:** School Responses  
**Cc:** Kelloway, Bill (Cllr); Burfoot, Patricia (Cllr)  
**Subject:** Coordinated secondary school admissions proposals

**Re. Coordinated secondary school admissions arrangements, 2018-20**

We are writing, as elected members for Penylan, to support the council's proposals for co-ordinated secondary school admissions. We believe these are sensible proposals. They may reduce some of the pressure being faced by many residents in our ward in their efforts to secure a place for their children at their catchment school, Cardiff High.

We are confident the proposals will not have an adverse impact on any one particular group and therefore do not fall foul of any equality requirements.

Finally, we note that many children in Penylan still look likely to miss out on a place at their catchment area, irrespective of these proposals. There is no guarantee that a co-ordinated admissions policy will have any impact on that pressure, as many families may simply choose to list Cardiff High School as their preferred choice and opt out of the non-community route altogether.

Penylan residents need a longer term solution. With additional year groups in three of Cardiff High's partner primary schools beginning to rise through the system, that solution is needed in short order.

Regards,

Joe Boyle, Bill Kelloway, Tricia Burfoot  
Councillors for Penylan



## School Admission Arrangements 2018/2019 and Co-ordinated Secondary School Arrangements 2018-2020



### Statutory Screening Tool Guidance

If you are developing a strategy, policy or activity that is likely to impact people, communities or land use in any way then there are a number of statutory requirements that apply. Failure to comply with these requirements, or demonstrate due regard, can expose the Council to legal challenge or other forms of reproach.

For instance, this will apply to strategies (i.e. Housing Strategy or Disabled Play Strategy), policies (i.e. Procurement Policy) or activity (i.e. developing new play area).

Completing the Statutory Screening Tool will ensure that all Cardiff Council strategies, policies and activities comply with relevant statutory obligations and responsibilities. Where a more detailed consideration of an issue is required, the Screening Tool will identify if there is a need for a full impact assessment, as relevant.

---

The main statutory requirements that strategies, policies or activities must reflect include:

- **Equality Act 2010 - Equality Impact Assessment**
- **Welsh Government's Sustainable Development Bill**
- **Welsh Government's Statutory Guidance - Shared Purpose Shared Delivery**
- **United Nations Convention on the Rights of the Child**
- **United Nations Principles for Older Persons**
- **Welsh Language Measure 2011**
- **Health Impact Assessment**
- **Habitats Regulations Assessment**
- **Strategic Environmental Assessment**

This Statutory Screening Tool allows us to meet all the requirements of all these pieces of legislation as part of an integrated screening method that usually taken no longer than an hour.

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The Screening Tool can be completed as a self assessment or as part of a facilitated session, should further support be needed. For further information or if you require a facilitated session please contact the Policy, Partnerships and Citizen Focus Team on 2078 8563 e-mail: [siadavies@cardiff.gov.uk](mailto:siadavies@cardiff.gov.uk). Please note:

- **The completed Screening Tool must be submitted as an appendix with the Cabinet report.**
- **The completed screening tool will be published on the intranet.**



### Statutory Screening Tool

<b>Name of Strategy / Policy / Activity:</b>	<b>Date of Screening:</b> February 2017
<b>Service Area/Section: Education &amp; Lifelong Learning</b>	<b>Lead Officer: Michele Duddridge Hossain</b>
<b>Attendees: Self assessment</b>	

<b>What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function</b>	<b>Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]</b>
<p>This EQIA is regarding the City of Cardiff Council School Admission Arrangement's 2017/2018 and Co-ordinated Secondary School Admission Arrangements 2018-2020.</p> <p>The aim of both these proposals is to create a fairer, more equitable system of allocating school places in Cardiff.</p>	<p>The School Admission Arrangements must be determined for implementation in September 2018. The draft School Admissions Policy 2018/19 was issued for consultation on 05 December 2016.</p> <p>There were minimal changes for 2018/19, and these were regarding clarification of the proximity measurement of pupils living in the same building i.e. flats/apartments. In such instances, the route assessment will be determined from the front entrance of each dwelling.</p> <p>In conjunction with this, a public consultation on the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken.</p>

## Part 1: Impact on outcomes and due regard to Sustainable Development

Please use the following scale when considering what contribution the activity makes:		
<b>+</b>	Positive	Positive contribution to the outcome
<b>-</b>	Negative	Negative contribution to the outcome
<b>ntrl</b>	Neutral	Neutral contribution to the outcome
<b>Uncertain</b>	Not Sure	Uncertain if any contribution is made to the outcome

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Nt rl	U n- Cr tn	
1.1	<p><b>People in Cardiff are healthy;</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc,</li> <li>vulnerable citizens and areas of multiple deprivation</li> <li>Addressing instances of inequality in health</li> </ul>					n/a
1.2	<p><b>People in Cardiff have a clean, attractive and sustainable environment;</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>the causes and consequences of Climate Change and creating a carbon lite city</li> </ul>					n/a
	<ul style="list-style-type: none"> <li>encouraging walking, cycling, and use of public transport and improving access to countryside and open space</li> </ul>					n/a
	<ul style="list-style-type: none"> <li>reducing environmental pollution (land, air, noise and water)</li> </ul>					n/a
	<ul style="list-style-type: none"> <li>reducing consumption and encouraging waste reduction, reuse, recycling and recovery</li> </ul>					n/a
	<ul style="list-style-type: none"> <li>encouraging biodiversity</li> </ul>					n/a
1.3	<p><b>People in Cardiff are safe and feel safe;</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>reducing crime, fear of crime and increasing safety of individuals</li> <li>addressing anti-social behaviour</li> <li>protecting vulnerable adults and children in Cardiff from harm or abuse</li> </ul>					n/a
1.4	<p><b>Cardiff has a thriving and prosperous economy;</b> Consider the potential impact on</p> <ul style="list-style-type: none"> <li>economic competitiveness (enterprise</li> </ul>					n/a

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Nt rl	U n- Cr tn	
	<p><i>activity, social enterprises, average earnings, improve productivity)</i></p> <ul style="list-style-type: none"> <li>• <i>Assisting those Not in Education, Employment or Training</i></li> <li>• <i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i></li> <li>• <i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i></li> </ul>					
1.5	<p><b>People in Cardiff achieve their full potential;</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li>• <i>promoting and improving access to life-long learning in Cardiff</i></li> <li>• <i>raising levels of skills and qualifications</i></li> <li>• <i>giving children the best start</i></li> <li>• <i>improving the understanding of sustainability</i></li> <li>• <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i></li> <li>• <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i></li> </ul>	x				The draft School Admissions Policy and the co-ordinated admissions arrangements proposal seek to ensure fair, more equitable system of allocating school places in Cardiff.
1.6	<p><b>Cardiff is a Great Place to Live, Work and Play</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li>• <i>promoting the cultural diversity of Cardiff</i></li> <li>• <i>encouraging participation and access for all to physical activity, leisure &amp; culture</i></li> <li>• <i>play opportunities for Children and Young People</i></li> <li>• <i>protecting and enhancing the landscape and historic heritage of Cardiff</i></li> <li>• <i>promoting the City's international links</i></li> </ul>					Please see 1.5
1.7	<p><b>Cardiff is a fair, just and inclusive society.</b> <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> <li>• <i>the elimination of discrimination, harassment or victimisation for equality groups</i></li> </ul>	x				Please see 1.5

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Nt rl	U n- Cr tn	
<ul style="list-style-type: none"> <li><i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i></li> <li><i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i></li> </ul>			X		<p>The draft School Admissions Policy was issued for consultation on 05 December 2016 to all those the Council are required to consult with as set out in the Welsh Government School admissions code (headteachers, governing bodies, diocesan directors, neighbouring local education authorities).</p> <p>Additionally the Policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Responses were requested to be returned by 23 January 2017.</p> <p>The Co-ordinated Admission Arrangements consultation process ran from 05 December 2016 to 23 January 2017 and involved:</p> <ul style="list-style-type: none"> <li>• Publication of a Consultation Document on the Council website (a copy of the consultation document can be see Appendix 2).</li> <li>• Distribution of a letter via schools to parents of all pupils in maintained nursery and primary schools outlining the proposal and giving details of how to access the Consultation Document online. (a copy of the letter can be seen at Appendix 3);</li> <li>• Six public drop in sessions where officers were available to answer questions;</li> <li>• A consultation response slip for return by post or e-mail, attached to the consultation document;</li> <li>• An online response form at <a href="http://www.cardiff.gov.uk/21st">www.cardiff.gov.uk/21st</a> Century Schools</li> </ul> <p>The views expressed at Council organised drop in sessions and on paper or electronically through the appropriate channels, have been recorded.</p>
<b>EQUALITY IMPACT ASSESSMENT (This is attached on page 12)</b>					
<b>1.8 The Council delivers positive outcomes for the city and its citizens through strong partnerships</b> <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <li><i>strengthening partnerships with business and voluntary sectors</i></li> <li><i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency</i></li> </ul>					N/A

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Nt rl	U n- Cr tn	
<i>savings</i>					

**SUMMARY OF APPRAISAL (highlight positive and negative effects of the policy / plan / project or programme and how it contributes to the economic, social and environmental sustainability of the city):**

**School Admission Arrangement's 2017/2018 -**

To equitably administer the admission of eligible children to nursery, primary and secondary classes/schools based in accordance with the admissions criteria detailed in the City of Cardiff Council's School Admissions Policy.

**Co-ordinated Secondary School Admission Arrangements 2018-2020-**

There are currently no formal co-ordinated admission arrangements in Wales despite there being recognition of the arrangements for admissions in Cardiff, which has 30 Admission Authorities.

A co-ordinated secondary school admission arrangements process would provide more parents with a single school choice, a fairer, more equitable system of allocating school places in Cardiff.

**WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT OR PROGRAMME APPRAISAL:**

None.

**Part 2: Strategic Environmental Assessment Screening**

		Yes	No
2.1	Does the plan or programme set the framework for future development consent?		x
2.2	Is the plan or programme likely to have significant, positive or negative, environmental effects?		x

<p><b>Is a Full Strategic Environmental Assessment Screening Needed?</b></p> <ul style="list-style-type: none"> <li>▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes</li> <li>▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below)</li> </ul>	Yes	No X An SEA has been undertaken (attached)
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 [sustainabledevelopment@cardiff.gov.uk](mailto:sustainabledevelopment@cardiff.gov.uk)

**Part 3: Habitat Regulation Assessment (HRA)**

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn		x	

	Estuary or the Cardiff Beech Woods?			
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

Details of the strategy will be sent to the County Ecologist on completion of the process to determine if a Habitat Regulation Assessment is needed. For further information please phone 2087 3215 or email [biodiversity@cardiff.gov.uk](mailto:biodiversity@cardiff.gov.uk)

## Appendix 1 – Statutory Requirements

It is possible that the Impact Screening Tool will identify the need to undertake specific statutory assessments:

- **Equality Impact Assessment:** *This assessment is required by the Equality Act 2010 and Welsh Government's Equality Regulations 2011.*
- **Sustainable Development Bill:** *The Bill, when it comes into effect, will require sustainable development (SD) to be a central organising principle for the organisation. This means that there is a duty to consider SD in the strategic decision making processes.*
- **Shared Purpose Shared Delivery-** *The Welsh Government requires local authorities to produce a single integrated plan to meet statutory requirements under a range of legislation. Cardiff Council must therefore demonstrate its contribution towards Cardiff's own integrated plan; "What Matters".*
- **United Nations Convention on the Rights of the Child:** *The Children Act 2004 guidance for Wales requires local authorities and their partners to have regard to the United Nations Convention on the Rights of a Child.*
- **United Nations Principles for Older Persons:** *The principles require a consideration of independence, participation, care, self-fulfillment and dignity.*
- **The Welsh Language Measure 2011:** *The measure sets out official status for the Welsh language, a Welsh language Commissioner, and the freedom to speak Welsh.*
- **Health Impact Assessment:** *(HIA) considers policies, programmes or projects for their potential effects on the health of a population*
- **Strategic Environmental Impact Assessment:** *A Strategic Environmental Assessment (SEA) is an European Directive for plans, programmes and policies with land use implications and significant environmental effects.*
- **Habitats Regulations Assessment:** *The Conservation (Natural Habitats, &c.) (Amendment) Regulations 2007 provides a requirement to undertake Habitats Regulations Assessment (HRA) of land use plans.*



## Equality Impact Assessment

### Corporate Template



<b>Policy/Strategy/Project/Procedure/Service/Function Title:</b> School Admission Arrangements 2017/2018 and Co-ordinated Secondary School Arrangements 2018-2020
New

<b>Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?</b>	
Name: Michele Duddridge Hossain	Job Title: Operational Manager, Planning & Provision
Service Team: Schools Organisation, Planning (SOAP)	Service Area: Education
Assessment Date: February 2017	

**1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?**

The aim of both these proposals is to ensure there is a fair, more equitable system of allocating school places in Cardiff.

**2. Please provide background information on the Policy/ Strategy / Project / Procedure / Service / Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]**

Admission Authorities in Cardiff are committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability, disability or religious belief.

However, there are various exceptions for schools of a religious nature. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

**3 Assess Impact on the Protected Characteristics**

**3.1 Age**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on younger/older people?

	Yes	No	N/A
3 to 11 years	x		
11 to 18 years	x		
18 - 65 years	x		
Over 65 years	x		

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The nature of the policy is such that it will inherently apply to the up-to-18 years age group as it targets school and nursery aged children and young adults.

Whilst implementation of this policy would therefore have a differential impact, it would not be regarded as prejudicial to older age groups as they are not part of this

educational place provision process.

A co-ordinated secondary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff, and therefore be unbiased across the protected characteristic groups to which it applies.

**What action(s) can you take to address the differential impact?**

A clear communication strategy would be developed to ensure that parents fully understood the process and the need to use all available preferences.

**If no differential impact, explain the reason(s) for this assessment:**

N/A

### 3.2 Disability and Access

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		x	
Physical Impairment		x	
Visual Impairment		x	
Learning Disability		x	
Long-Standing Illness or Health Condition			X
Mental Health			X
Substance Misuse			X
Other			X

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of **disability**; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

No differential impact would occur as the implementation of co-ordinated secondary school admissions arrangements would not affect this protected characteristic. The Education Act 1996 already gives preferential admission to pupils who have a statement of Special Educational Needs (SEN) and the Council's admission arrangements which give a priority within the oversubscription criteria for pupils with compelling medical grounds would remain unchanged by this proposal. All schools have a statutory duty under the Equality Act 2010 to make provisions for pupils with both physical, mental and learning disabilities within their SEN provision. The Council devolves funding to school's to enable them to comply with this obligation

and provides additional county-wide provision in other areas.

**What action(s) can you take to address the differential impact?**

**If no differential impact, explain the reason(s) for this assessment:**

N/A

### 3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
<b>Transgender People</b> (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		x	

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; **gender reassignment**; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

**What action(s) can you take to address the differential impact?**

N/A

**If no differential impact, explain the reason(s) for this assessment:**

N/A

### 3.4 Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage			X
Civil Partnership			X

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

No differential impact would occur as the implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

<b>What action(s) can you take to address the differential impact?</b>
N/A
<b>If no differential impact, explain the reason(s) for this assessment:</b>
N/A

### 3.5 Pregnancy and Maternity

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity		X	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states: "An admission authority <b>must not</b> discriminate on the grounds of disability; gender reassignment; <b>pregnancy and maternity</b> ; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."
No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.
<b>What action(s) can you take to address the differential impact?</b>
N/A
<b>If no differential impact, explain the reason(s) for this assessment:</b>
N/A

### 3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White		x	
Mixed / Multiple Ethnic Groups		x	
Asian / Asian British		x	
Black / African / Caribbean / Black British		x	
Other Ethnic Groups		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states: "An admission authority <b>must not</b> discriminate on the grounds of disability; gender

reassignment; pregnancy and maternity; **race**; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

**What action(s) can you take to address the differential impact?**

N/A

**If no differential impact, explain the reason(s) for this assessment:**

The proposal would not have a differential impact upon one particular ethnic group as the provision would be available to all.

### 3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist		x	
Christian		x	
Hindu		x	
Humanist		x	
Jewish		x	
Muslim		x	
Sikh		x	
Other		x	

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; **religion or belief**; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

Church Schools are their own admissions authority and will not be impacted by implementation of the Local Authority’s Schools Admission Policy.

The Schools Admission Policy does not differentiate between applicants of differing belief systems who apply to attend Community funded Schools and hence no differential impact would occur.

The current system allows for parents to apply to multiple Admission Authorities with the potential of their child to be offered multiple school places. Within the Cardiff county area there are two secondary school Admission Authorities which are Church in Wales Schools and three secondary school Admission Authorities which are Roman Catholic Schools, these are all Voluntary Aided Schools.

Applicants who meet the higher admissions criterion for Voluntary Aided Schools i.e. baptised and/or dedicated/contributor to the life and work of either the Church in Wales or Roman Catholic Church are allocated above other applicants within their oversubscription criteria in accordance with the School Admissions Code. Pupils of

these faiths are therefore more likely to be currently offered a place at more than one school, only one of which they could take up from the beginning of term.

Where a child has received a multi school offer consequently this means another child has not been allocated the school place. Where this multi school offer relates to a Voluntary Aided School, unsuccessful applicants for this school are disadvantaged and where this relates to a Community School, unsuccessful applicants for this school are also disadvantaged.

**What action(s) can you take to address the differential impact?**

The Council will remain sensitive to the needs of religious communities seeking faith place provision.

The communication strategy would be emphasised in Church in Wales and Roman Catholic Primary Schools to ensure that applicants to Church in Wales and Roman Catholic Secondary Schools are not disadvantaged.

**If no differential impact, explain the reason(s) for this assessment:**

N/A

### 3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

**Please give details/consequences of the differential impact, and provide supporting evidence, if any.**

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; **sex**; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

All schools to which the Admissions Policy applies are non-gender specific in relation to their admissions criteria.

All schools to which their Admissions Authority is proposing to co-ordinate secondary school admission arrangements are non-sex specific in relation to the admissions criteria.

No differential impact would occur as implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

**What action(s) can you take to address the differential impact?**

N/A

**If no differential impact, explain the reason(s) for this assessment:**

N/A

### 3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women		x	
Heterosexual		x	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<p>The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:</p> <p>“An admission authority <b>must not</b> discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or <b>sexual orientation</b>, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.</p>
<b>What action(s) can you take to address the differential impact?</b>
N/A
<b>If no differential impact, explain the reason(s) for this assessment:</b>
N/A

### 3.10 Language

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		X	
Other languages		X	

<b>Please give details/consequences of the differential impact, and provide supporting evidence, if any.</b>
<p>Currently Welsh-medium (WM) provision across Cardiff is proportionate to the city wide demand. Implementation of the Schools Admission Policy does not discriminate against applicants requiring WM provision.</p> <p>As a consequence of the current demand being lower for WM than that for English-medium (EM) provision, there are less WM schools than EM schools. The result of this is that more of the population inevitably live closer to an EM school than a WM school.</p> <p>This is not a differential impact as a consequence of discrimination against or different treatment of WM education, but the effect of a fewer number of WM schools distributed across the city than those of EM. The Local Authority’s transport</p>

policy by providing free transport for primary pupils living over 2 miles, and secondary pupils living over 3 miles from their respective schools of attendance, treats both EM and WM equally.

Details of the transport policy can be found at:

<https://www.cardiff.gov.uk/ENG/resident/Schools-andlearning/Schools/School-transport>

The current system allows for parents to apply to multiple Admission Authorities with the potential of their child to be offered multiple school places. Where a child has received a multi school offer, this consequently means another child has not been allocated the school place. Where this multi school offer relates to a Community Welsh-Medium School, unsuccessful applicants for this school are disadvantaged and where this relates to an English-Medium School, unsuccessful applicants for this school are disadvantaged.

As all of the alternative Admission Authorities, that is all Voluntary Aided and Foundation Schools, operate through the medium of English, the impact of this proposal is unlikely to have a substantial impact upon the Welsh-medium sector. As implementing a co-ordinated secondary school admission arrangements system between all English-Medium and Welsh-Medium schools would reduce the number of school offers to one per pupil, applicants of any language preference would be equally impacted by this proposal.

**What action(s) can you take to address the differential impact?**

N/A

**If no differential impact, explain the reason(s) for this assessment:**

N/A

#### **4. Consultation and Engagement**

What arrangements have been made to consult/engage with the various Equalities Groups?



The draft School Admissions Policy was issued for consultation on 05 December 2016 to all those the Council are required to consult with as set out in the Welsh Government School admissions code (headteachers, governing bodies, diocesan directors, neighbouring local education authorities).

Additionally the Policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Responses were requested to be returned by 23 January 2017.

The Co-ordinated Admission Arrangements consultation process ran from 05 December 2016 to 23 January 2017 and involved:

- Publication of a Consultation Document on the Council website (a copy of the consultation document can be see Appendix 2).
- Distribution of a letter via schools to parents of all pupils in maintained nursery and primary schools outlining the proposal and giving details of how to access the Consultation Document online. (a copy of the letter can be seen at Appendix 3);
- Six public drop in sessions where officers were available to answer questions;
- A consultation response slip for return by post or e-mail, attached to the consultation document;
- An online response form at [www.cardiff.gov.uk/21st](http://www.cardiff.gov.uk/21st) Century Schools

The views expressed at Council organised drop in sessions and on paper or electronically through the appropriate channels, have been recorded.

## 5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Communications strategy to support applicants
Disability	None
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	None
Religion/Belief	The Council will remain sensitive to the needs of religious communities seeking faith place provision Communication strategy to include focus on Voluntary Aided primary schools
Sex	None
Sexual Orientation	None
Welsh Language	None
Generic Over-Archng (applicable to all the above groups)	None

## 6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

## 7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By: Rachel Willis	Date: February 2017
Designation: : School Organisation, Access & Planning	
Approved By: Michele Duddridge Hossain	
Designation: School Organisation, Access & Planning	
Service Area: Education	

**Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to provide additional English-medium primary school places in the Radyr and Morganstown area of the city.**

**Background**

In 2008, a retrospective Strategic Environmental Assessment (SEA) of Cardiff's 21<sup>st</sup> Century: A Strategic Framework for a School Building Improvement Programme (published in 2006) was carried out based on the guidance that supports the European SEA Directive 2001/42/EC.

The retrospective approach to assessment was quality assured by an external consultant and their independent compliance review determined that the report detailing the assessment on the strategic framework met the key requirements set out for reporting the SEA process as required by the SEA Directive.

The retrospective assessment provides the basis for assessing current and future school organisation proposals at a strategic level.

**To request a copy of the assessment on the Strategic Framework please contact Rachel Willis, 029 2087 3946, RWillis@cardiff.gov.uk**

**Proposals:**

**School Admission Arrangements 2017/2018 and Co-ordinated Secondary School Arrangements 2018-2020**

An SEA is not applicable for the above proposals as involves neither the building or adaptation of accommodation.

Key:

<b>xx</b>	<b>= very incompatible; very negative effect</b>
<b>x</b>	<b>= incompatible; negative effect</b>
<b>✓</b>	<b>= compatible; positive effect</b>
<b>✓✓</b>	<b>= very compatible; very positive effect</b>
<b>0</b>	<b>= no links; neutral effect</b>
<b>? and/or mitigation</b>	<b>= uncertain effects</b>
<b>DNA</b>	<b>= data not available</b>

See table headers below: \* Comparison of the preferred option to a possible alternative option(s) are required in a SA/SEA.

SEA objective	Proposal		Meet demand by directing pupils to area or neighbouring schools and/or areas	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓		x	
2. Reduce greenhouse gas emissions through:  a) Energy efficient building design and disposing of poor quality surplus accommodation  b) Promoting sustainable modes of transport and integrated transport systems	0  x Mitigation			N/A (See comments n above)

SEA objective	Proposal		Meet demand by directing pupils to area or neighbouring schools and/or areas	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation with SEA objective
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	0	n/a	N/A	N/A (See comments n above)
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0  <b>x Mitigation</b>	n/a	N/A	N/A (See comments n above)
5. <i>Protect</i> and enhance biodiversity, flora and fauna	? Mitigation required?	n/a	N/A	N/A (See comments n above)
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	? Mitigation required?	n/a	N/A	N/A (See comments n above)
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	✓	n/a	N/A	N/A (See comments n above)
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	n/a	N/A	N/A (See comments n above)
9. <i>Protect and enhance</i> designated historic assets	0	n/a	N/A	N/A (See comments n above)