



LANGLEY PARK LEARNING TRUST

DECISION NOTICE

following consultation on the admission arrangements for the 2021 intake

INTRODUCTION

Between Monday, 9 December 2019, to Friday, 24 January 2020, inclusive, Langley Park Learning Trust (the Trust) consulted on various proposed/possible changes to the admission arrangements for all of its schools:

Langley Park School for Boys (LPSB)

Langley Park School for Girls (LPGS)

Clare House Primary School (CHPS)

Hawes Down Primary School (HDPS)

Langley Park Primary School (LPPS)

The Board of Trustees (the Board) is delighted to report that the level of response to the consultation was exceptionally high, with over 3,000 responses received, and wishes to thank all those who took the time to engage with the Trust during this process.

The consultation period ran for 7 calendar weeks, instead of the statutory 6 calendar week period prescribed by the School Admissions Code 2014 (Admission Code), to allow for the Christmas and New Year holiday period.

The Board has now carefully considered all of the responses received and, taking these into account, and in compliance with the statutory requirements of the Admission Code and other relevant legislation/guidance (for example, the Equality Act 2010), has finalised the admission arrangements for all five schools for the September 2021 intake and formally determined them on 27 February 2020.

The Board emphasises that the consultation was not a referendum, and therefore the statistical data, whilst important (i.e. the numbers of respondents who agreed, disagreed, were neutral or did not view a proposal as applicable) did not, on its own, inform the decisions made.

Almost all respondents gave written statements/comments, which informed the Board's discussions and the final decisions made.

It was apparent from the statements/comments that there was some misinterpretation of certain proposals (as set out in further detail below), which was taken into consideration during decision-making.

The status of the respondents is set out in the following table:



Status (note that respondents could choose more than one application status):	Percentage of Respondents
Parent of a child aged under 2 years	2%
Parent of a child aged 2+ years who has not yet started school	9%
Parent of a child at one of the Trust's primary schools	16%
Parent of a child at another local primary school	55%
Parent of a child at one of the Trust's secondary schools	14%
Parent of a child at another local secondary school	4%
Representative of a local school	0.8%
Other interested party / organisation	9%
Representative of a religious body	0.03%
Unknown / did not select a status	6.5%

This notice sets out the key decisions made by the Board, and the rationale for making these decisions. A table setting out the new oversubscription criteria is included at Section D.

Under Paragraph 3.3 of the Admission Code, any person or body who considers that any of the five schools' admission arrangements are unlawful, or not in compliance with the Admission Code or relevant law relating to admissions, can make an objection to the Schools Adjudicator on or before 15 May 2020.

A1 Feeder Schools - Outline

The Board consulted on two possible options:

- Option A - to name LPPS as a feeder school at Category 2 in the admission arrangements for both secondary schools, LPSB and LPGS; or
- Option B - to name LPPS as a feeder school at Category 2 and then name CHPS and HDPS as joint feeder schools at Category 3, giving them next priority, in the admission arrangements for both secondary schools, LPSB and



LPGS.

CHPS, HDPS and CHPS each had a published admission number (PAN) of 60, meaning that up to 180 pupils would receive priority should the change have gone ahead. LPSB has a PAN of 220 and LPGS a PAN of 240, totalling 460, meaning that at least 280 places would be available to children who attend other primary schools.

The Board made it very clear in the Consultation Notice that no decision had yet been taken, and that it did not have a preferred option, in relation to feeder schools. The decision on whether to name any feeder schools was to be informed solely by reference to the responses received during consultation.

A2 Feeder Schools - Decision

The Board decided not to name any of the primary schools as feeder schools in the admission arrangements for either secondary school (i.e. the Trust decided not to go ahead with either Option A or Option B).

A3 Feeder Schools - Rationale

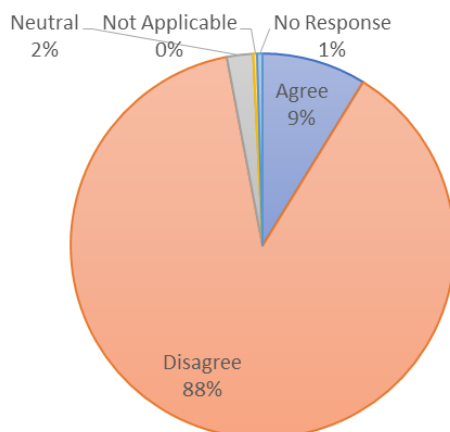
The Board's reasons for making this decision are:

A4 Naming feeder schools is permitted under Paragraph 1.15 of the Admission Code where their selection is transparent and made on reasonable grounds. This is also subject to the overall principle that all admission criteria must be fair, clear and objective.

The Board is not satisfied that these requirements were met, for the reasons set out in further detail below.

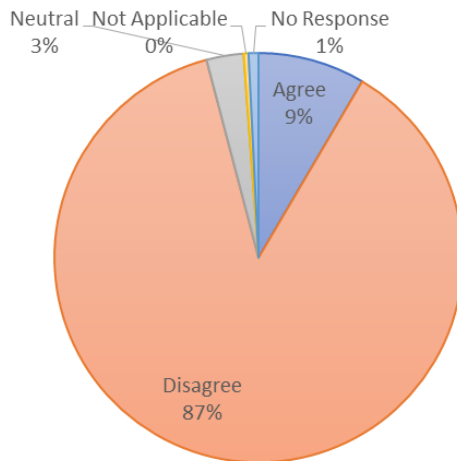
A5 This was by far the most contentious of the proposed changes, and there was overwhelming opposition (88%/87%/75% respectively) to the proposal to name any of the three feeder schools:

CHPS: 270 for, 2712 against, 68 neutral, 10 not applicable, 14 no response

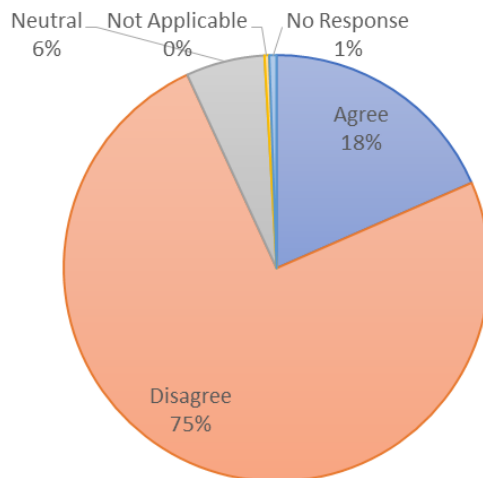




HDPS: 260 for, 2689 against, 90 neutral, 12 not applicable, 24 no response



LPPS: 567 for, 2296 against, 184 neutral, 11 not applicable, 17 no response



While there was more support for naming LPPS as a feeder school than the other two schools, in recognition of its location on the Langley Park campus with LPSB and LPSB, this was still vehemently opposed by the majority of respondents, most of whom were the parents of children at other local primary schools in the following proportions:

- 59% of those who objected to Clare House Primary School
- 60% of those who objected to Hawes Down Primary School
- 63% of those who objected to Langley Park Primary School

There were also objections from the Local Authority for the Trust's schools, as well as from several other local schools and Trusts.



	<p>Various reasons were cited, the main ones being significant expansion of the usual "catchment" for LPSB and LPGS due to children attending all three proposed feeder schools living further away and often outside the usual "catchment" of those schools, increased traffic/environmental impact for the same reason, inadvertent "selection" of pupils with a below average eligibility for free school meals due to the socio-economic demographic of cohorts at the proposed feeder schools, and a lack of lead in time to allow parents to make alternative arrangements.</p> <p>Some respondents appeared to believe that naming feeder schools was unlawful <i>per se</i>, which is not correct (see A4 above).</p> <p>By way of clarification, none of the Trust's schools has a formal catchment area (i.e. an area defined by a boundary in maps). The use of the term "catchment" in this document means the furthest home address from the school of all children who achieved a place at the school in the normal admission round (i.e. admission to the normal point of entry in September), which will inevitably change from year to year as cohorts change, but does still tend to retain some consistency.</p>
<p>A6</p>	<p>Due to the strict requirements of the Admission Code, which sets out the timetable for consulting on and determining admission arrangements, it is only possible to propose changes just under two years ahead of a particular cohort's admission in September, with application deadlines several months ahead of that.</p> <p>Although lawful, the Board acknowledges that this would have meant that, were the primary schools to be named as feeder schools, in the first instance this would have happened at a time when the majority of parents have long since made decisions as to where their family will live and where their children will attend primary school, having regard to the admission arrangements in force for the secondary schools at that time.</p>
<p>A7</p>	<p>The Board acknowledges that there could be a significant environmental and health and safety impact if any of the three primary schools are named as feeder schools, due to the children attending those schools living further from LPSB and LPGS than has traditionally been the case.</p> <p>Respondents commented that children attending HDPS and CHPS were likely to live outside the usual "catchment" of LPSB and LPGS, due to their location. Respondents also commented that, due to its status as a new free school, LPPS currently has an unusually large "catchment", with many pupils living significantly beyond the usual "catchment" of LPSB and LPGS.</p> <p>Many of the respondents commented that naming any of the three feeder schools would have a significant environmental impact due to the need to use public transport/cars to transport them to and from school, leading to increased traffic congestion and pollution, which would also have health and safety implications around the Langley Park campus. The Board accepted these concerns.</p>
<p>A8</p>	<p>Naming the proposed feeder schools could unintentionally and indirectly change the socio-economic demographic of LPSB and LPGS new cohorts, compared to its existing cohorts.</p> <p>This could be due to the proposed feeder schools having a lower percentage of children eligible for free school meals (which is used as a marker for identifying more disadvantaged children) than other, closer non-Trust primary schools; or it could be due to notionally reducing the usual "catchment" for LPSB and LPGS, which would prejudice disadvantaged children living just within it.</p>
<p>A9</p>	<p>Naming all of the Trust's primary schools as feeder schools due to enhanced transition arrangements could</p>



unintentionally lead to a two-tiered system at LPSB and LPGS, whereby pupils drawn from other primary schools are at, or are perceived to be at, a disadvantage compared to those drawn from the Trust's own primary feeder schools.

Instead, the Board intends that, going forwards, the Trust will seek to work more closely with all local primary schools in order to improve the transition experience for all children joining LPSB and LPGS.

B1 Children of Staff at the Primary Schools - Outline

The Board consulted on adding a new Category 4 into the oversubscription criteria, giving the children of staff at each of the three primary schools priority for admission to the primary school at which their parent works (but not to any other school within the Trust).

This category is below looked after and previously looked after children, children with an exceptional medical or social need, and children with a sibling at the school, all of whom would be prioritised over children of staff.

B2 Children of Staff at the Primary Schools - Decision

The Board decided to adopt the proposed change.

B3 Children of Staff at the Primary Schools - Rationale

The Board's reasons for making this decision are:

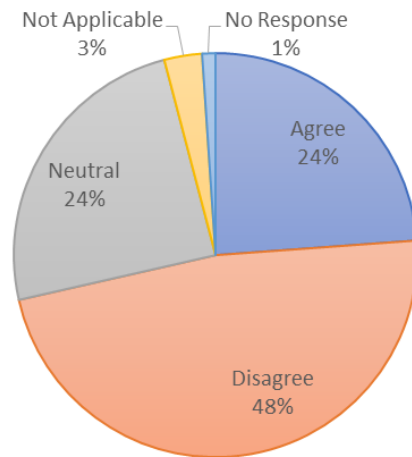
B4 Giving priority to the children of staff is permitted under Paragraph 1.39 of the Admission Code where they have been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or were recruited to fill a vacant post for which there is a demonstrable skill shortage. This is also subject to the overall principle that all admission criteria must be fair, clear and objective.

The Board is satisfied that these requirements have been met.

B5 On the face of the statistical data only, there was some opposition to the proposed change, in that 48% of those who responded disagreed with the proposed change, however the same amount of respondents either agreed (24%) or were neutral (24%), with a further 4% considering it not applicable or not providing a response:



Primary schools: 733 for, 1464 against, 752 neutral, 93 not applicable, 33 no response



On careful consideration of respondents' comments, it was clear that:

- a) Many respondents who objected appeared to have mistakenly believed that giving priority to children of staff is unlawful/a breach of equality law, which is incorrect as it is expressly permitted under the Admission Code (see B1 above), is not a breach of equality law, and is a common criterion for schools to adopt.
- b) Many respondents who objected appeared to have mistakenly believed that the Board was proposing to give priority to the children of staff working at any of the five schools in the Trust, for admission to any of the five schools in the Trust. In particular, many respondents believed that children of staff working at the primary schools would receive priority for admission to the secondary schools). This is incorrect, as made clear in both the Consultation Notice (see the oversubscription criteria table) and in the proposed new admission arrangements for each school (see the oversubscription criteria in the Admission Policy) which were published alongside the Consultation Notice (which contained hyperlinks) as required by the Admission Code during consultation.
- c) Many respondents who, on the face of it, objected in this section to giving priority to the children of staff made comments which were, in fact, about the proposal to name one or all of the primary schools as feeder schools, not about the proposal to give priority to the children of staff.

B6 Responses to this proposal were submitted within the context of what transpired to be a highly contentious proposal to name one or three primary schools as feeder schools. If any of the primary schools were named as feeder schools, this is likely to have resulted in there being increased demand for places at those primary schools in order to secure priority for admission to the secondary school.

Having decided not to proceed with the proposal to name any of the primary schools as feeder schools, the Board consider that this particular concern was negated or significantly reduced.

B7 The Board is satisfied that the impact of giving priority to the children of staff at the primary school in which they work would be moderate, and is substantially outweighed by the anticipated benefit to the Trust in the



	recruitment and retention of staff at the primary schools.
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C1	Children of Staff at the Secondary Schools - Outline
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The Board consulted on amending the already existing priority for children of staff at each of the two secondary schools so that it had cross application between the two single sex secondary schools (i.e. the children of staff at either secondary school would receive priority for admission to either one of the secondary schools, depending on their gender).

C2	Children of Staff at the Secondary Schools - Decision
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The Board decided to adopt the proposed change.

C3	Children of Staff at the Secondary Schools - Rationale
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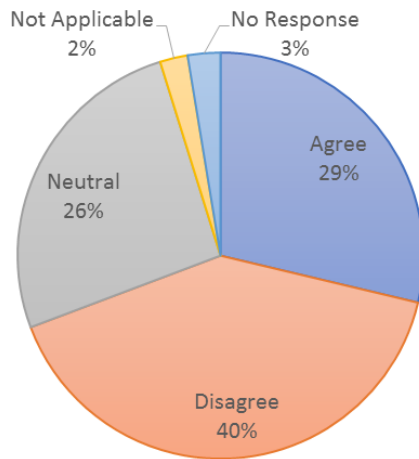
The Board's reasons for making this decision are:

C4	<p>Both secondary schools already give priority to the children of their own staff, where the staff member has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or were recruited to fill a vacant post for which there is a demonstrable skill shortage. This arrangement is permitted under Paragraph 1.39 of the Admission Code.</p> <p>The Board was not therefore consulting on adding this criterion. It was consulting on amending it to make it apply across both single sex secondary schools sharing the Langley Park Campus, to avoid disadvantage as a result of gender.</p>
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C5	<p>On the face of solely the statistical data, there was some opposition to the proposed change, in that 40% of those who responded disagreed with the proposed change, however the majority of respondents either agreed (29%) or were neutral (26%):</p>
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Secondary schools (cross application): 883 for, 1247 against, 797 neutral, 68 not applicable, 80 no response



However, on careful consideration of respondents' comments, it was clear that:

- a) As set out in more detail in B5 above, many respondents who objected appeared to have mistakenly believed that giving priority to children of staff is unlawful/a breach of equality law, which is incorrect. The Board was not, in any event, consulting on a new proposal to give priority to the children of staff, as this priority already exists in the admission arrangements for both secondary schools.
- b) As set out in more detail in B5 above, many respondents who objected appeared to have mistakenly believed that the Board was proposing to give priority to the children of staff working at any of the five schools in the Trust, for admission to any of the five schools in the Trust, which is incorrect.
- c) Many respondents appeared to be objecting to giving priority to the children of staff in the secondary schools *per se*, rather than to the proposal to extend the already existing priority so that it applies to staff employed at either secondary school in both school's admission arrangements. For avoidance of doubt, if the proposed change was not adopted, the existing priority for children of staff at the secondary schools would still remain.
- d) Many respondents who, on the face of it, objected to this proposal made comments which were, in fact, related to the proposal to name one or all of the primary schools as feeder schools, not related to the proposal to give priority to the children of staff across both schools.

C6 Responses to this proposal were submitted within the context of what transpired to be a highly contentious proposal to name one or three primary schools as feeder schools. If any of the primary schools were named as feeder schools, this would have resulted in up to 180 places within the published admission numbers for both secondary schools being allocated to those attending feeder schools.

Having decided not to proceed with the proposal to name any of the primary schools as feeder schools, the Board consider that this particular concern was negated or significantly reduced.

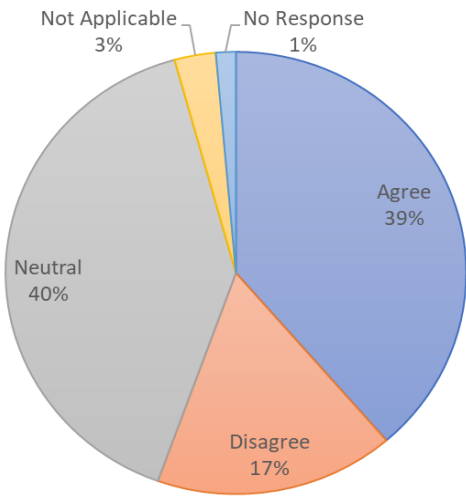
C7 The Board is satisfied that the impact of giving priority to the children of staff working at both secondary schools for admission to either secondary school would be low to moderate. As the secondary schools are single sex schools of the opposite sex, children of staff will only have priority at one of the secondary schools,



	not both.
C8	<p>The Board considers that it is wholly unfair for staff working at one of the single opposite sex secondary schools to only have priority for their children if they happen to be right gender for the school in which they work, given that both secondary schools are single sex schools of the opposite sex, share the same site, and are in the same Trust. This could, for example, result in a staff member working at LPSB only receiving priority for his or her sons, but not their daughters, which the Trust views as unfair and inequitable.</p> <p>The Board consider that the proposed change is necessary to address gender inequality.</p>
C9	<p>The Board has taken on board respondents' comments that it should adopt a similar approach to giving priority to children with a sibling at either secondary school in each of the secondary school's admission arrangements, for similar equality reasons.</p> <p>As this proposed change has not been consulted on this time around, the Board does not consider that it is able to adopt this change in the admission arrangements for the 2021 intake. The Board does, however, intend to consult on this as a proposed change in the admission arrangements for 2022, which will take place later this year (i.e. for 6 calendar weeks between 1 October 2020 and 31 January 2021).</p>

D1	Oversubscription Criteria	
As a result of the above decisions, the oversubscription criteria for all five schools will be:		
School:	Previous Oversubscription Criteria:	New Oversubscription Criteria:
LPSB	<ol style="list-style-type: none"> 1. Looked after and previously looked after children 2. Children with a sibling at the school 	<ol style="list-style-type: none"> 1. Looked after and previously looked after children 2. Children with a sibling at the school
LPGS	<ol style="list-style-type: none"> 3. Children of staff at that secondary school only 4. All other children 	<ol style="list-style-type: none"> 3. Children of staff at either LPSB or LPGS only 4. All other children
CHPS	<ol style="list-style-type: none"> 1. Looked after and previously looked after children 2. Children with an exceptional medical or social need 	<ol style="list-style-type: none"> 1. Looked after and previously looked after children 2. Children with an exceptional medical or social need
HDPS	<ol style="list-style-type: none"> 3. Children with a sibling at the school 	<ol style="list-style-type: none"> 3. Children with a sibling at the school
LPPS	<ol style="list-style-type: none"> 4. All other children 	<ol style="list-style-type: none"> 4. Children of staff at that primary school only 5. All other children



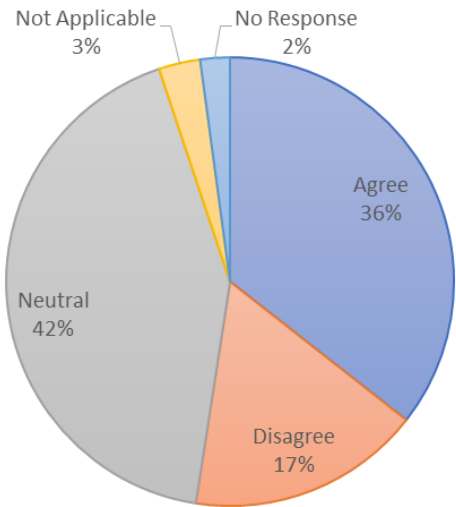
E1	Definition of Sibling - Outline												
<p>The Board consulted on changing the definition of a 'sibling' simply to make it clearer and consistent across all schools in the Trust. The proposed new definition includes full siblings, half siblings, adopted siblings, foster siblings, step-siblings and the children of cohabiting partners, and states that in all cases the sibling must live with the applicant child at their home address. The children of extended family members and friends are expressly excluded. The existing definition did not include foster siblings.</p>													
E2	Definition of Sibling - Decision												
<p>The Board decided to adopt the proposed change.</p>													
E3	Definition of Sibling - Rationale												
<p>The Board's reasons for making this decision are:</p>													
E4	<p>Paragraph 1.11 of the Admission Code requires admission authorities to clearly define what they mean by 'sibling' in the admission arrangements for schools, if they use this criterion.</p>												
E5	<p>On consideration of the statistical data, the majority of respondents either agreed with the proposed change (39%) or were neutral (40%):</p> <p>Sibling: 1189 for, 518 against, 1236 neutral, 89 not applicable, 43 no response</p>  <table border="1" data-bbox="347 1301 815 1794"> <caption>Survey Results</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>39%</td> </tr> <tr> <td>Neutral</td> <td>40%</td> </tr> <tr> <td>Disagree</td> <td>17%</td> </tr> <tr> <td>Not Applicable</td> <td>3%</td> </tr> <tr> <td>No Response</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	Agree	39%	Neutral	40%	Disagree	17%	Not Applicable	3%	No Response	1%
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E6	<p>The Board was satisfied that the proposed change was necessary in order to ensure clarity and consistency across the Trust, with a very clear definition of which children will meet the definition of a 'sibling' and which will not, to avoid any ambiguity.</p>												
E7	<p>The Board has taken on board respondents' comments regarding the potential for abuse of the definition, particularly in relation to the children of cohabiting partners. The Board consider that, where step-siblings</p>												



	<p>are included, it is necessary to include the children of cohabiting partners in order to ensure that parents in a committed cohabiting relationship who choose not to marry are not prejudiced as a result of that decision.</p> <p>As a result of concerns raised in responses, the Board has amended the wording in the category to make it clear that the cohabitation must be permanent, and that documentary evidence may be required to support inclusion in the category, particularly in the case of permanent cohabitation. The Board has decided not to be prescriptive about the specific nature of the documentary evidence that will be required, so that evidence requirements can be tailored to the particular circumstances .</p>
E8	<p>The Board noted that the proposed new admission arrangements failed to set out when the sibling must be in attendance at the school. This was an error, and the admission arrangements have now been amended to reflect that the sibling must attend the school at the time of application <u>and</u> the time of admission. This will therefore exclude siblings who will have left the school at the time that the applicant child is admitted.</p> <p>This does, in fact, mirror the existing oversubscription criteria in the current admission arrangements for the secondary schools</p>
E9	<p>Although not a proposed change consulted on, the Board noted that many respondents commented that, in line with cross application of priority for children of staff at the single opposite sex secondary schools, priority for those with a sibling should also have cross application in the admission arrangements for the two secondary schools, to address any prejudice caused when an applicant child has a sibling of the opposite sex in the other secondary school on the same site.</p> <p>Subject to consultation, paragraph 1.12 permits schools to give priority to siblings of pupils attending another state funded school with which they have close links (for example, schools on the same site, or close links between two single sex schools), which must be clearly in the admission arrangements. The Board has committed to consulting on this as a proposed change to the admission arrangements for the 2022 intake later this year, as set out in C9 above.</p>

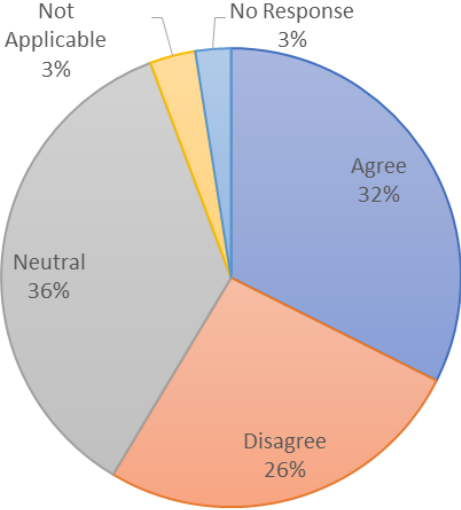
F1	Definition of Child's Home Address - Outline
	<p>The Board consulted on changing the definition of the 'child's home address' to make it clearer and consistent across all schools in the Trust, and to clearly define how the child's home address will be determined where the child lives with different parents for different parts of the week.</p>
F2	Definition of Child's Home Address - Decision
	<p>The Board decided to adopt the proposed change.</p>
F3	Definition of Child's Home Address - Rationale
	<p>The Board's reasons for making this decision are:</p>
F4	<p>Paragraph 1.13 of the Admission Code states that admission authorities must make it clear in admission</p>



	<p>arrangements how the child's home address will be determined, with provision for cases where parents have shared responsibility for a child following the breakdown of their relationship and the child lives for part of the week with each parent.</p>												
<p>F5</p>	<p>On consideration of the statistical data, the majority of respondent's either agreed with the proposed change (36%) or were neutral (42%):</p> <p>Child's home address: 1094 for, 519 against, 1304 neutral, 92 not applicable, 66 no response</p>  <table border="1" data-bbox="359 705 817 1209"> <caption>Survey Results Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>36%</td> </tr> <tr> <td>Neutral</td> <td>42%</td> </tr> <tr> <td>Disagree</td> <td>17%</td> </tr> <tr> <td>Not Applicable</td> <td>3%</td> </tr> <tr> <td>No Response</td> <td>2%</td> </tr> </tbody> </table>	Response	Percentage	Agree	36%	Neutral	42%	Disagree	17%	Not Applicable	3%	No Response	2%
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<p>F5</p>	<p>The Board is satisfied that the proposed change was necessary in order to comply with the Admission Code, and to ensure clarity and consistency across the Trust, with a clear definition of the child's home address and how this will be determined in the case of children who live with both parents for part of the week.</p>												

<p>G1</p>	<p>Tie Breaker - Outline</p>
	<p>The existing tie breaker for all of the Trust schools is distance (with those living nearer the school receiving higher priority) and, when two applicants live an equal distance from the school, by flat number with the lowest number receiving higher priority (where they live in the same block of flats), and by surname in alphabetical order in all other cases.</p> <p>The Board consulted on amending the tie breaker so that distance continues to be the main criterion, with those living nearer receiving higher priority, but where two applicant children live an equal distance from the school (including in the same block of flats), places will be allocated by random allocation which will be supervised by somebody independent of the Trust and schools.</p>
<p>G2</p>	<p>Tie Breaker - Decision</p>
	<p>The Board decided to adopt the proposed change.</p>



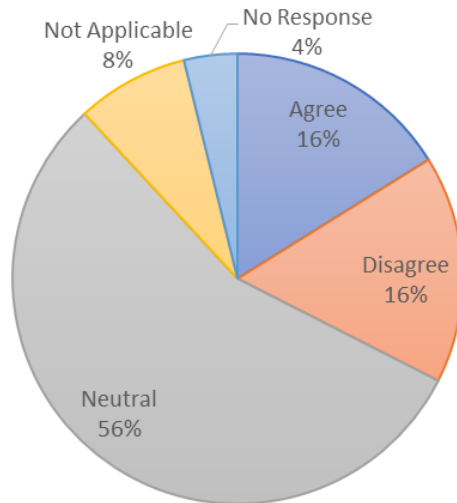
G3	Tie Breaker - Rationale												
The Board's reasons for making this decision are:													
G4	<p>Paragraph 1.8 of the Admission Code requires admission arrangements to include an effective, clear and fair tie-breaker to decide between two applications that cannot otherwise be separated. Paragraph 1.34 provides that admission authorities which use random allocation must set out clearly how this will operate, ensuring that arrangements are transparent, and that looked after children and previously looked after children are prioritised. Paragraph 1.35 requires that the random allocation process must be supervised by someone independent of the school.</p> <p>The Board is satisfied that these requirements are met.</p>												
G5	<p>On consideration of the statistical data, the majority of respondents either agreed with the proposed change (26%) or were neutral (36%):</p> <p>Tie breaker: 996 for, 806 against, 1097 neutral, 99 not applicable, 77 no response</p>  <table border="1" data-bbox="347 1048 810 1556"> <caption>Survey Results</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>32%</td> </tr> <tr> <td>Disagree</td> <td>26%</td> </tr> <tr> <td>Neutral</td> <td>36%</td> </tr> <tr> <td>Not Applicable</td> <td>3%</td> </tr> <tr> <td>No Response</td> <td>3%</td> </tr> </tbody> </table>	Response	Percentage	Agree	32%	Disagree	26%	Neutral	36%	Not Applicable	3%	No Response	3%
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G6	The Board is not satisfied that the existing tie breaker (i.e. door number / surname in alphabetical order) meets the requirements of Paragraph 1.8 or the overall principle that admission criteria must be fair, clear and objective. The Board therefore considers that the proposed change is necessary to ensure compliance with the Admission Code.												
G7	The Board is satisfied that the proposed new tie breaker (i.e. distance, then random allocation) is the fairest way to determine which children will be offered places. It is the most common tie breaker for schools to adopt, with widespread use.												



H1	Published Admission Number for Year 12 - Outline												
<p>In the existing admission arrangements, LPSB has set a published admission number (PAN) for Year 12 of 120 (external candidates only). Unfortunately, there was no PAN set for Year 12 (for external candidates only) in the existing admission arrangements for LPGS, due to an oversight.</p> <p>The Board consulted on setting a PAN of 120 in Year 12 for LPSB, and a PAN of 100 in Year 12 for LPGS.</p>													
H2	Published Admission Number for Year 12 - Decision												
<p>The Board decided to adopt the proposed change.</p>													
H3	Published Admission Number for Year 12 - Rationale												
<p>The Board's reasons for making this decision are:</p>													
H4	<p>Paragraph 1.2 of the Admission Code requires all admission authorities to set a PAN for each 'relevant age group'. In a secondary school with a sixth form, this means Years 7 and 12. The PAN for Year 12 applies only to external candidates, as existing Year 11 pupils simply transfer to Year 12 if they have met the published minimum academic entry criteria, and wish to do so.</p> <p>The Board is satisfied that these requirements are met.</p>												
H5	<p>On consideration of the statistical data, the majority of respondents either agreed with the proposed change (17%/16%) or were neutral (55%/56%):</p> <p>LPSB: 507 for, 514 against, 1700 neutral, 248 not applicable, 106 no response</p> <table border="1"><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Agree</td><td>17%</td></tr><tr><td>Disagree</td><td>17%</td></tr><tr><td>Neutral</td><td>55%</td></tr><tr><td>Not Applicable</td><td>8%</td></tr><tr><td>No Response</td><td>3%</td></tr></tbody></table>	Response	Percentage	Agree	17%	Disagree	17%	Neutral	55%	Not Applicable	8%	No Response	3%
Response	Percentage												
Agree	17%												
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LPGS: 496 for, 503 against, 1710 neutral, 248 not applicable, 118 no response



H6 The PANs of 120 for LPSB and 100 for LPGS (for external candidates only) have been set at levels that LPSB and LPGS can definitely accommodate, even if there was a particularly high uptake internally from Year 11 that school year.

The Board noted that, once the uptake from Year 11 is known (i.e. once GCSE grades have been released), it may be possible for each school to admit additional external candidates over and above their published PANs, where capacity allows. There will therefore be little or no impact on the numbers of external candidates being admitted to Year 12 in each of the secondary schools as a result of this change. There will be no impact on the number of internal pupils transferring from Year 11 to Year 12.

I1 Admission Related Documents - Outline

Either due to other proposed changes or, in some cases, to make the process simpler and clearer for parents and the schools, the Board consulted on a number of new documents which, together with the Admission Policies, formed part of the admission arrangements for each school. These are:

- Category 2 Form (primary school only - children with an exceptional medical or social need)
- Category 4 Form (primary school only - children of staff)
- Category 4 or 5 (now 3, following the withdrawal of feeder schools) Form (secondary only - children of staff)
- Request for Admission Outside Normal Age Group Form

The first three forms are designed to obtain information from parents which is not requested in the Local Authority's Common Application Form (CAF) in order to apply the admission arrangements, with care being taken to ensure that they do not breach the Admission Code by asking for prohibited information.



The Request for Admission Outside Normal Age Group form was designed to elicit relevant information from parents which admission authorities are required to consider under the Admission Code.

I2 Admission Related Documents - Decision

The Board decided to adopt the four new documents.

I3 Admission Related Documents - Rationale

The Board's reasons for making this decision are:

I4 Paragraph 2.4 of the Admission Code permits admission authorities to use supplementary information forms in order to process applications. These forms must only request additional information when it has a direct bearing on decisions about oversubscription criteria, and must not request any information prohibited in Paragraph 1.9.

Paragraph 2.17 of the Admission Code requires admission authorities to clearly set out the process for requesting admission out of the normal age group in their admission arrangements. Paragraph 2.17A sets out the factors which must be taken into account by admission authorities when considering such requests.

The Board is satisfied that the four new documents meet these requirements.

I5 The response form did not ask respondents to indicate whether they agreed or disagreed with the four new forms, it simply invited comments. Almost all of the comments given in this section of the form were about other proposed changes to the admissions arrangements, rather than about the forms.