

Individual Executive Member Decision

Title of Report:	Determination of Admission Arrangements for Community and Voluntary Controlled Schools for 2015-16
Report to be considered by:	Individual Executive Member Decision
Date on which Decision is to be taken:	27 March 2014
Forward Plan Ref:	ID2817

Purpose of Report: To review and approve the Council's admission Arrangements & Co-ordinated Admissions Scheme for 2015-16.

Recommended Action: To determine the West Berkshire Council Admission Arrangements & Co-ordinated Admissions Scheme for 2015-16.

Reason for decision to be taken: Statutory requirement

Other options considered: None

Key background documentation: West Berkshire Admission Arrangements 2014-15
School Admissions Code

Portfolio Member Details	
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Contact Officer Details	
Name:	Vicky Pearce
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Implications

Policy:	It is a legal requirement to determine admission arrangements by 15 April each year.
Financial:	None
Personnel:	None
Legal/Procurement:	None
Environmental:	None
Property:	None
Risk Management:	None
Equalities Impact Assessment:	Yes

Consultation Responses

Members:

Leader of Council:	Councillor Gordon Lundie
Overview & Scrutiny Management Commission Chairman:	Councillor Brian Bedwell
Ward Members:	All Members
Opposition Spokesperson:	Councillor David Allen
Local Stakeholders:	All community and voluntary controlled schools, voluntary aided schools, academies, neighbouring Local Authorities, public consultation.
Officers Consulted:	Caroline Corcoran, CDLT
Trade Union:	N/A

Is this item subject to call-in?	Yes: <input checked="" type="checkbox"/>	No: <input type="checkbox"/>
If not subject to call-in please put a cross in the appropriate box:		
The item is due to be referred to Council for final approval		<input type="checkbox"/>
Delays in implementation could have serious financial implications for the Council		<input type="checkbox"/>
Delays in implementation could compromise the Council's position		<input type="checkbox"/>
Considered or reviewed by Overview and Scrutiny Management Commission or associated Task Groups within preceding six months		<input type="checkbox"/>
Item is Urgent Key Decision		<input type="checkbox"/>
Report is to note only		<input type="checkbox"/>

Supporting Information

1. Background

- 1.1 Local Authorities have a statutory responsibility to determine Admission Arrangements for Community and Voluntary Controlled schools in their area by 15 April each year. In doing this, Local Authorities must comply with the requirements of the School Admissions Code and all relevant legislation.

2. Admission Arrangements

- 2.1 The proposed admission arrangements for 2015-16 are the same as those determined for 2014 – 15 with the exception of substituting the appropriate dates for 2015-16 and changes to the Published Admission Numbers (PAN) for a few specific schools.
- 2.2 The consultation on the proposed admission arrangements was open from 3 January – 28 February 2014. There were two responses received. Of the responses received, one was in agreement and the second response (from the Headteacher of Brimpton Primary School) disagreed with the proposed change to the border of the Woolhampton and Brimpton catchment areas.
- 2.3 During the consultation period, it was highlighted that there was an omission in the text of the oversubscription criteria under criteria B, Catchment Area Pupils, regarding giving priority to siblings in catchment. On investigation, this was due to a typing error in the 2014-15 policy document which was used as a basis for the 2015-16 policy.

3. Equalities Impact Assessment Outcomes

- 3.1 There is no decision to be made and therefore no Equality Impact Assessment has been undertaken (EIA stage 1 completed below).

4. Conclusion

- 4.1 It is recommended that the proposed admission arrangements are determined in line with the statutory deadline of 15 April. The typing error in the text will be corrected.
- 4.2 The change of catchment area will not take place and will be subject to further review with both of the schools concerned.

APPENDIX A

Equality Impact Assessment – Stage One

Name of item being assessed:	Determination of Admissions Arrangements 2015- 16
Version and release date of item (if applicable):	
Owner of item being assessed:	Vicky Pearce
Name of assessor:	Vicky Pearce
Date of assessment:	03/03/2014

1. What are the main aims of the item?
To determine the admissions arrangements 2015-16.

2. Note which groups may be affected by the item, consider how they may be affected and what sources of information have been used to determine this. (Please demonstrate consideration of all strands – age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)

Group Affected	What might be the effect?	Information to support this.
Age	Positive impact	Legislation determines the process to be followed and the consulted on and agreed admission arrangements determine how places will be allocated if there are more applicants than places. This applies to all children who have reached their 4 th birthday before the application date for primary school and those who are 11-16 for secondary schools.
Disability	Positive impact	All pupils must be given a school place irrespective of any disability.
Gender	Positive impact	Gender is not a distinguishing factor. All are treated equally in both legislation and determined arrangements and all applications assessed in the same way.

Race	Positive impact	School places are provided for all pupils of primary school age and secondary school age irrespective of race.
Belief	Positive impact	Parents may choose any school they like when applying and may choose on the basis of belief or not.
Further comments relating to the item:		
Assessments, processes and policies are based on statutory requirements set out in School Admissions code and School Admissions regulations.		

3. Result (please tick by double-clicking on relevant box and click on 'checked')	
<input type="checkbox"/>	High Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input type="checkbox"/>	Medium Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input type="checkbox"/>	Low Relevance - This needs to undergo a Stage 2 Equality Impact Assessment
<input checked="" type="checkbox"/>	No Relevance - This does not need to undergo a Stage 2 Equality Impact Assessment

For items requiring a Stage 2 equality impact assessment, begin the planning of this now, referring to the equality impact assessment guidance and Stage 2 template.

4. Identify next steps as appropriate:	
Stage Two required	
Owner of Stage Two assessment:	
Timescale for Stage Two assessment:	
Stage Two not required:	

Name: Vicky Pearce

Date: 3 March 2014