

# School Admissions Consultation 2006

## Consultation Response Form

The closing date for this consultation is: 1  
December 2006

Your comments must reach us by that date.

department for

**education and skills**

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**THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education and Skills e-consultation website (<http://www.dfes.gov.uk/consultations>).**

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

**Please tick if you want us to keep your response confidential.**

Name

Organisation (if applicable)

Address:

If you have an enquiry related to the policy content of the consultation you can contact the School Admissions Team:

Telephone: 020 7925 5728

e-mail: [admissions.consultation@dfes.gsi.gov.uk](mailto:admissions.consultation@dfes.gsi.gov.uk)

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 01928 794888

Fax: 01928 794 311

e-mail: [consultation.unit@dfes.gsi.gov.uk](mailto:consultation.unit@dfes.gsi.gov.uk)

**The School Admissions Code, School Admission Appeals Code and Admissions Regulations are being revised in accordance with the provisions of the Education and Inspection Bill 2006 to ensure a flexible admissions system for schools that is fair to all families and ensures all children have the opportunity to realise their full potential, whatever their social group or background. For the Codes and Regulations to apply to admissions arrangement in September 2008, they must be brought into force in February 2007. The Education and Inspections Bill amends section 85 of the School Standards and Frameworks Act 1998 to add an express provision to the effect that a full public consultation undertaken before the Bill receives Royal Assent will count for the purposes of this section.**

Please tick ONE of the following boxes that best describes you as respondent:

<input type="checkbox"/> Local Authority	<input type="checkbox"/> School	<input type="checkbox"/> Governor
<input type="checkbox"/> Headteacher/Teacher	<input type="checkbox"/> Faith Organisation	<input type="checkbox"/> Other

Please Specify:

If you are responding from a school, is it a:

<input type="checkbox"/> community	<input type="checkbox"/> voluntary controlled	<input type="checkbox"/> foundation
<input type="checkbox"/> voluntary aided	<input type="checkbox"/> other	

Please Specify:

Is the school's age range:

under 5

5 -11

11-16

11-18

other age range

Please Specify:

## **School Admissions Code**

1 . Do you find the draft School Admissions Code clear and easy to follow; in particular are the mandatory requirements imposed by the Code clear and unambiguous?

Yes

No

Not sure

Comments:

## **Chapter 1 – The Law: Equity and Fair Access in School Admission Arrangements.**

2 . This chapter briefly sets out the key statutory provisions which underpin school admissions; it also imposes mandatory requirements and provides guidelines on ensuring fair admission arrangements that promote equity. We welcome comments on the provisions and guidelines in this chapter and whether you think any additional guidelines or information would be helpful. In addition, comments are invited on whether paragraph 1.26, which prohibits the use of unnecessary supplementary application/information forms, goes far enough?

Comments:

## Chapter 2 – Setting Fair Oversubscription Criteria

3 . This chapter prohibits the use of those oversubscription criteria that are unfair and disadvantage some children and families. It also provides guidelines and examples of good practice for admission authorities to enable them to set admission arrangements that are fair for all children and families, and that promote social equity. We welcome your comments on the content of this chapter, in particular whether any additional guidelines or information would be helpful.

Comments:

### *Prohibiting unfair oversubscription criteria*

4. Paragraph 2.5 prohibits the use of those oversubscription criteria that are widely regarded as unfair; make the system harder for parents to navigate; restrict access for some children; and could amount to covert selection of children by schools. When the new Code comes into force, any admission

authority using these criteria will be failing to comply with their statutory duty to act in accordance with the Code. We are seeking your views on the following oversubscription criteria:

4 a) Admission authorities must not stipulate conditions that change the priority given to an application;

Agree

Disagree

Comments:

4 b) Admission authorities must not give priority to children according to the order of other schools named as preferences by their parents, including “first preference first” arrangements, subject to paragraph 2.6 of the Code;

Agree

Disagree

Comments:

4 c) Admission authorities must not give higher priority to children whose parents are more able or willing to support the ethos of the school or to support the school financially or in some other way;

Agree

Disagree

Comments:

4 d) Admission authorities must not give higher priority to children according to the occupational or financial status of parents;

Agree

Disagree

Comments:

4 e) Admission authorities must not give higher priority to children according to the educational or social group or background of their parents;



Agree

Disagree

Comments:

4 f) Admission authorities must not take account of reports from primary or nursery schools about past behaviour, attitude or achievement;

Agree

Disagree

Comments:

4 g) Admission authorities must not discriminate against or disadvantage children with special educational needs or disabilities;

Agree

Disagree

Comments:

4 h) Admission authorities must not allocate places at a school on the basis that a sibling or other relative is a former pupil;

Agree

Disagree

Comments:

4 i) Admission authorities must not take account of the behaviour of other members of a child's family, whether good or bad, including a good or bad attendance record;

Agree

Disagree

Comments:

4 j) Admission authorities must not take account of parents' marital status;

Agree

Disagree

Comments:

4 k) Admission authorities must not give priority to children whose parents are current or former staff or governors or who have another connection to the school, subject to paragraph 2.7 of the Code;

Agree

Disagree

Comments:

4 l) Admission authorities must not give priority to children who (or whose parents) have particular interests, specialist knowledge or hobbies;

Agree

Disagree

Comments:

4 m) Admission authorities must not give priority to children based on the order in which applications were received;

Agree

Disagree

Comments:

4 n) Admission authorities must not in the case of grammar schools, give priority to siblings of current pupils;and

Agree

Disagree

Comments:

4 o) Admission authorities must not expressly exclude applicants from a particular social or religious group or state that only applicants from a particular social or religious group will be considered for admission.

Agree

Disagree

Comments:

5 . Do you think the list of prohibited oversubscription criteria in paragraph 2.5 is comprehensive, or are there additional unfair criteria that should be ruled out? If so, please provide information below.

Comments:

### Chapter 3 – Applying Admission Arrangements

6 . This chapter imposes mandatory requirements on, and provides guidelines for, admission authorities in ensuring that their admission arrangements are fair for all children and families, whatever their background or circumstances, and that are clear, straightforward and easy for parents to understand. Do you think this chapter is helpful and is there any further information that should be included?

Yes

No

Not sure

Comments:

#### Chapter 4 - Ensuring a Fair Admissions System

7 . This chapter describes the important role that local authorities, admission forums, parents and the Schools Adjudicator have in ensuring that admission arrangements are fair, and comply with admissions law and the requirements of this Code. Is this chapter clear and is there any further information that would be useful to include?

Clear

Unclear

Comments:

#### Appendices

8 . Please provide any comments on the appendices, including whether any additional guidance or information would be helpful.

Comments:

### **Case Studies**

9 . We are looking for case studies that illustrate good practice in achieving a fair admissions system that gives all children an opportunity to realise their full potential. If you can help, please provide details below and we will contact you for further information. A selection of case studies may be included, with your permission, in the final version of the Code to be shared for others to draw upon.

Comments:

### **School Admission Appeals Code**

10 . Do you find the draft School Admission Appeals Code clear and easy to follow; in particular are the mandatory requirements imposed by the Code clear and unambiguous?



Yes

No

Not sure

Comments:

11 . Do you think the School Admission Appeals Code provides sufficient information and guidelines for the relevant bodies to establish and conduct effective and independent appeal hearings?

Yes

No

Not sure

Comments:

12 . Do you have any further comments on this Code?

Comments:

### **Admissions Regulations**

13 . The following ten draft regulations implement the admissions provisions in the Education and Inspections Bill 2006 and will come into force at the same time as the Codes, subject to approval by Parliament:

- a. The Education (Admission Forums) (England) (Amendment) Regulations 2007
- b. The School Admissions (Adjudicator Determinations Relating to Looked After and Certain Other Children) (England) Regulations 2007
- c. The Education (Infant Class Sizes) (England) (Amendment) Regulations 2007
- d. The School Admissions (Restrictions on Alteration of Admission Arrangements) (England) Regulations 2007
- e. The Education (Determination of Admission Arrangements) (England) (Amendment) Regulations 2007
- f. The Education (Objections to Admission Arrangements) (England) (Amendment) Regulations 2007
- g. The Education (Co-ordination of Admission Arrangements) (Secondary Schools) (England) (Amendment) Regulations 2007
- h. The Education (Co-ordination of Admission Arrangements) (Primary Schools) (England) (Amendment) Regulations 2007
- i. The Education (Aptitude for Particular Subject) (England) Regulations 2007
- j. The Education (Admissions Appeals)(Amendment)(England) Regulations 2007

Please provide any comments on these below:

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

**Please acknowledge this reply**

Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes

No

All UK national public consultations are required to conform to the following standards:

1. Consult widely throughout the process, allowing a minimum of 12 weeks for written consultation at least once during the development of the policy.
2. Be clear about what your proposals are, who may be affected, what questions are being asked and the timescale for responses.
3. Ensure that your consultation is clear, concise and widely accessible.
4. Give feedback regarding the responses received and how the consultation process influenced the policy.
5. Monitor your department's effectiveness at consultation, including through the use of a designated consultation co-ordinator.
6. Ensure your consultation follows better regulation best practice, including carrying out a Regulatory Impact Assessment if appropriate.

Further information on the Code of Practice can be accessed through the Cabinet Office Website: <http://www.cabinetoffice.gov.uk/regulation/consultation-guidance/content/introduction/index.asp>

**Thank you for taking time to respond to this consultation.**

Completed questionnaires and other responses should be sent to the address shown below by 1 December 2006

Send by post to:

School Admissions and Class Size Unit  
Department for Education and Skills  
5D, 5th Floor  
Sanctuary Buildings  
Great Smith Street  
Westminster  
London  
SW1P 3BT

Send by e-mail to: [admissions.consultation@dfes.gsi.gov.uk](mailto:admissions.consultation@dfes.gsi.gov.uk)