

Public Document Pack

Southend-on-Sea Borough Council

Department of the Chief Executive

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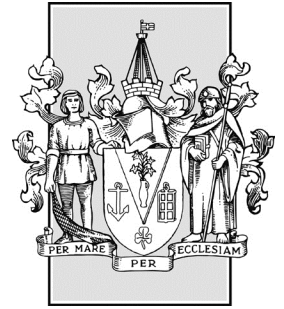
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PEOPLE SCRUTINY COMMITTEE - TUESDAY, 10TH OCTOBER, 2017

I refer to the agenda for the meeting on 10th October and now attach the following report to be taken at agenda item 5 at the meeting:-

School Admissions for Community Schools 2019/20

Report of Deputy Chief Executive (People)

Fiona Abbott

Principal Democratic Services Officer

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Southend-on-Sea Borough Council

Agenda
Item No.

5

Report of Deputy Chief Executive (People)

to

Cabinet

on

10th October 2017

Report prepared by: Catherine Braun – Group Manager
Access and Inclusion

School Admissions Arrangements for Community Schools 2019/20

Executive Councillor: Councillor James Courtenay

A Part 1 (Public) Agenda Item

1. Purpose of Report

- 1.1 The report outlines reasons to review Admission Arrangements for Southend community schools for the academic year 2019/20 and recommends changes to admission criteria to be the subject of a formal consultation process.
- 1.2 The report also contains a summary of a recent public engagement exercise regarding changes to catchment areas for primary schools in Leigh-on-Sea and recommends one option to be the subject of a formal consultation process.

2. Recommendations

- 2.1 **That the proposed Admission Arrangements for Southend Community Schools for the academic year 2019/20 (incorporating revised admission criteria), as set out in Appendix 1, be approved for a formal consultation process in accordance with the Admissions Code 2014.**
- 2.2 **That the proposed changes to catchment areas for primary community schools in Leigh-on-Sea, as set out in Section 5.10 of the report (and in Appendix 2) be approved for a formal consultation process in accordance with the Admissions Code 2014.**
- 2.3 **That the formal consultations referred to in recommendations 2.1 and 2.2 be undertaken between: 6th November 2017 and 15th December 2017 in accordance with Admissions Code 2014**

3. Background

- 3.1 The Council has the responsibility to determine in relation to school admissions:
 - a) the Admission Arrangements for Community Schools (admission numbers, admission criteria and catchment areas);
 - b) the Coordinated Admissions Scheme, which sets out the way in which admissions for all schools (including academies and other own admission authority schools) will operate.

- 3.2 The 2019 Coordinated Admissions Scheme was approved in principle by Council on the 19th September 2017, with the agreement that approval of any minor amendments, following consultation with all schools, be delegated to the Deputy Chief Executive (People) in consultation with the Executive Councillor for Children & Learning.
- 3.3 For community schools, the local authority (as the admission authority) **must** consult on the Admission Arrangements at least every seven years, even if there are no changes.
- 3.4 Through consultation with community schools, there are proposed changes for the 2019 Admission Arrangements, specifically the admission criteria and for some schools changes to catchment areas and therefore, if agreed by Cabinet there is a requirement for a full public consultation.
- 3.5 The current Admission Arrangements were last consulted on and approved by Cabinet in September 2013 (six years ago). If a consultation does not take place this year for 2019 arrangements, according to the Admissions Code 2014, a consultation **must** take place next year for the 2020 Admission Arrangements.
- 3.6 Own Admission Authorities (Academy and Foundation Schools) have absorbed the Council's catchment areas and therefore to consult on catchments provides an added level of complexity as the local authority will require the full collaboration and agreement of all schools in any area that has proposed changes to catchments.
- 3.7 For community schools, the local authority (as the admission authority) **must** consult the governing body of each school where it proposes either to increase or keep the same PAN (Published Admission Numbers).
- 3.8 Admission Arrangements for community schools must be determined by 28th February 2018 and included in a composite prospectus by 15th March 2018.
- 3.9 It is anticipated that the majority of Academy Primary Schools in Southend-on-Sea will be consulting for their 2019/20 arrangements. Many academies have indicated that they will be proposing changes to their arrangements (namely the criteria).

4. Admission Arrangements for 2019/20

4.1 Published Admission Numbers

- 4.1.1 There are currently no proposed changes to the Admission Limits from 2018/19. The proposed admission limits for all community primary schools for September 2019 are shown on Page 3 of the Admission Arrangements for Community Schools at **Appendix 1**.

4.2 Admission Criteria

- 4.2.1 From a consultation exercise requests were made by the Community School Head Teachers and Chair of Governors changes to make changes to Admission Arrangements for Community Schools for academic year 2019/20 incorporating revised admission criteria. It is recommended that these changes to Admission Arrangements be the subject of a formal consultation process. The proposed changes are shown in **Appendix 1**.

- 4.2.2 **Appendix 1** currently identifies criteria for Leigh community schools (those identified in grey) based upon proposed arrangements that will need to be modified to fit the final proposal. The criteria proposed are dependent upon the outcome of either a catchment or priority area model, to be decided by Members.
- 4.2.3 A summary of responses from the Phase 1 Listening and Engagement sessions, Catchment Consultation email responses and the Catchment Area survey (including community feedback on proposed admission criteria) can be found within **Appendix 2**.
- 4.3 Proposal to introduce the criteria: ‘Pupils of Temple Sutton Nursery’**
Children will be ranked in this admission category for Temple Sutton Primary School if they are on roll in Temple Sutton Nursery which is part of the school during the year before admission. In regard to the main round children must be part of Temple Sutton Nursery before the application closing date of 15th January of any given year. This is to enable the admission authority to rank applications accordingly. Children admitted to the nursery after 15th January will be ranked under these criteria after the national offer day (16th April).
- 4.4 Proposal to introduce the criteria: Pupils eligible for pupil premium at West Leigh Infant School**
- 4.4.1 The DfE has encouraged introducing priority for pupils eligible for ‘pupil premium’. West Leigh Infant School would like to afford parents this priority to allow, in any year of oversubscription, that this group gains priority for admittance.
- 4.4.2 The reasons identified for not introducing this criteria by other community schools has predominantly been due to pupils eligible for pupil premium having historically gained admission to the school through current arrangements.
- 4.4.3 Parents will need to indicate on the application form or/and supplementary information form or notify the Local Authority in writing if they are eligible or registered for pupil premium. Any disclosure for pupil premium will be used only to rank applications against the admission criteria and will not be held for any other purpose.
- 4.5 Proposal to introduce the criteria: ‘Pupils of staff’**
- 4.5.1 The ability to recruit and retain good and outstanding teachers has been raised as a significant concern by Southend schools (and identified across Essex) due to significant reductions in eligible teachers applying for posts and continuing in the profession. This proposal has been requested by schools to encourage good teachers to apply to and remain in Southend community schools.
- 4.5.2 Children will be ranked in admission criteria 3 if they are children of staff in either or both of the following circumstances:-
- a) where the member of teaching or professional staff has been employed at the school (for infant and junior schools it will be staff at either school) for two or more years at the time at which the application for admission to the school is made,
 - and/or
 - b) the member of staff is recruited to fill a vacant post for which there is a demonstrable specialist skill shortage.

- 4.5.3 Pupils of staff are prioritised in the criteria as agreed with the Head Teachers of each school, some placing before or after catchment criteria.
- 4.5.4 Two schools in Southend have had this category in their admission criteria for a number of years and over the last five years only one child has gained admission under this criterion.
- 4.5.5 A number of own admission authority schools have identified that they will be consulting on adding this criteria to their arrangements for 2019/20. Choosing to not add a priority for children of staff to community school criteria could disadvantage community schools from employing and retaining good teachers.

4.6 Explanatory notes

- 4.6.1 The explanatory notes have been updated to align to the requirements of The School Admissions Code 2014.
- 4.6.2 Details in the explanatory notes are as provided to Cabinet with the proposed 'Coordinated Scheme 2019/20' at the meeting of 19th September 2017 and are currently under consultation with schools. It is not anticipated there will be any significant changes.

4.7 Fraudulent or Intentionally Misleading Applications

- 4.7.1 The pre-consultation and engagement exercise received a number of concerns from the public regarding potentially fraudulent or intentionally misleading applications impacting negatively upon over subscription for the schools in South Leigh.
- 4.7.2 It has been suggested that high numbers of parents are regularly making fraudulent applications or taking a second property under a short tenancy lease within the catchment area during the reception application round with no intention of living in the area post National Offer Day.
- 4.7.3 The Council has committed to a full evaluation of current processes for identifying and withdrawing fraudulent or intentionally misleading applications and where possible and in accordance with the admission code, strengthen current systems.

5 Catchment Areas

- 5.1 The proposed catchment areas for community primary schools for academic year 2019/20 have been added to the Proposed Admissions Arrangements for Community Schools document (**Appendix 1**), pending decision from Cabinet.
- 5.2 **Appendix 2** summarises the recent pre-consultation engagement exercise with the public regarding changes to catchment areas for primary schools in Leigh-on-Sea. Members are asked to consider and agree the preferred option for catchment areas for Leigh primary community schools to be included in the proposed formal consultation for 2019 arrangements in accordance with Admissions Code 2014
- 5.3 Results from the online survey identified that Model B was preferred by a small majority (31%).
- 5.4 Admission Forum from its meeting of the 26th September 2017, discussed the merits and disadvantages of all models and the impact upon children and families, discounting those models that didn't provide a clear solution.

- 5.5 One of the alternative models discussed (Model K), received support from all forum members. It was identified that the model continued to provide choice and prioritises all current catchment arrangements in lower birth years. It also addresses and allows parents to have a reasonable expectation on a catchment area for years of higher demand, providing greater assurance for those living on the Southend borders. Members recognised that the model was a softer and less drastic approach than Model A (based upon worst case scenario) and demonstrates that community and school concerns have been listened to.
- 5.6 A private vote, excluding all local authority officers and admission forum members, schools and academies with a vested interest in the outcome was taken. Members voted unanimously, resulting in a recommendation for Model K, which identifies priority areas for those that have been moved out of catchment, in areas of frequent over subscription, including siblings.
- 5.7 The council was in support of this recommendation and requested the collaboration from affected Own Admission Authorities to agree this model for formal consultation. All own admission authorities gave their agreement to the model with the exception of one.
- 5.8 Legra Academy Trust wanted assurances regarding the size of the areas being moved to Darlington School (average pupil product) and raised concerns regarding the lack of clear break away from the current catchment model. For these reasons, Legra would only agree to support Model K catchment changes under certain conditions:
- 'That there is no priority for pupils in the new Darlington catchment area in the event that Chalkwell and/or Leigh North Street are under subscribed in any one year
 - That the catchment areas for Chalkwell and Leigh North Street are changed so that there is no overlap with the new Darlington catchment area.'
- 5.9 Catchment areas must be designed so that they are reasonable and clearly defined. Where there are proposed changes to catchment areas, all affected admission authorities should work in collaboration to ensure that all catchment areas are aligned across the borough prior to consultation, with no areas left unidentified.
- 5.10 The final recommended model proposes the following elements (refer to **Appendix 2** Pages 26 – 28):
- (a) To move a section of West Leigh Schools current catchment area (area 1) to Leigh North Street but identify these roads as a priority area, which in years of any under subscription will prioritise these residents over any other area after catchment applications. Equally, all siblings within both catchment and the area 1 priority area will have equal precedence before catchment.
 - (b) To move a section of Leigh North Street Primary's current catchment area (area 2) to Darlington School, prioritising all siblings before catchment.
 - (c) To move a section of Chalkwell Hall Schools current catchment area (area 3) to Darlington School, prioritising all siblings before catchment.
 - (d) To move a section of Fairways Primary's current catchment area (area 4) to Blenheim Primary School, prioritising all siblings before catchment.

- (e) To move a section of Blenheim Primary School's current catchment area (area 5 & 6) to Eastwood Primary School.

5.11 Roads affected by the above changes are contained with **Appendix 4**.

5.12 It was the wish of the Admissions Forum and the Council that the final recommendation included priority areas for current Leigh North Street Primary and Chalkwell Hall Schools within their proposed arrangements. Legra Academy Trust believes that the use of priority areas would be detrimental to Darlinghurst School's improvement journey. Therefore, in order to allow the Council to consult on the changes to catchment, it has adopted the conditions required by Legra Academy Trust in the final recommended model in 5.10 above..

6 Consultation

6.1 When changes are proposed to Admission Arrangements, all admission authorities must consult on their Admission Arrangements that will apply for admission applications the following school year. Applications for 2019 admissions will be accepted from September 2018.

6.2 Consultation must last for a minimum of 6 weeks and must take place between 1st October and 31st January in the determination year. The recommendation is that consultation for Primary Community Schools begin on the 6th November 2017 running for six weeks to 15th December 2017. Own admission authorities that have worked in collaboration with the Council in relation to catchment areas have requested that the local authority include own admission authorities proposed changes within the local authority consultation document and consult on their behalf.

6.3 The Council and own admission authorities must consult with:

- a) parents of children between the ages of two and eighteen;
- b) other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- c) all other admission authorities within the relevant area
- d) whichever of the governing body and the local authority who are not the admission authority;
- e) any adjoining neighbouring local authorities where the admission authority is the local authority; and
- f) in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

6.4 For the duration of the consultation period, the admission authority must publish a copy of their full proposed Admission Arrangements (including the proposed PAN) on their website together with details of the person within the admission authority to whom comments may be sent and the areas on which comments are not sought. For this purpose, although the Council will include all schools proposing changes to their catchment areas and arrangements in the consultation documentation, Own Admission Authorities will be responsible for collecting and collating consultation responses.

6.5 Admission authorities must also send upon request a copy of the proposed Admission Arrangements to any of the persons or bodies listed above inviting comment. Failure to consult effectively may be grounds for subsequent complaints, objections to the Office of the Schools Adjudicator and appeals.

6.6 Admission authorities must determine Admission Arrangements for entry in September 2019 by 28th February 20186A Composite Prospectus of all admission

authorities Admission Arrangements will be available to view and download from Southend Borough Council's website from the 15th March 2018. Anyone wishing to object to the published arrangements can do so by objecting to the Office of the Schools Adjudicator from the 15th March to the 15th May 2018.

7 Other Options

- 7.1 **Appendix 2** outlines the other options proposed by Officers of the Council and members of the community. All options were given full consideration but discounted either due to not providing a solution to the problem or not having the agreement of Own Admissions Authorities.
- 7.2 Admission Forum favoured Model K (page 22 of **Appendix 2**). The final recommendation in **5.10** (and page 26 of **Appendix 2**) is an adaptation of this model.
- 7.3 The only model which has the support and agreement from all Own Admission Authorities is the final recommendation as stated in **5.10** of this report.

8 Reasons for Recommendation

- 8.1 Through consultation with community schools, there are proposed changes for the 2019 Admission Arrangements, specifically the admission criteria and therefore, if agreed in principle by Cabinet there is a requirement for a full public consultation regardless of the preferred option and outcome regarding catchment areas.
- 8.2 The current Admission Arrangements were last consulted on and approved by Cabinet six years ago. If a consultation does not take place this year for 2019 arrangements, according to the Admissions Code 2014, a consultation must take place next year for the 2020 Admission Arrangements. The recommendation is to consult for the 2019 arrangements and for the consultation to take place for six weeks in November and December 2017.
- 8.3 With regard to the proposed changes to catchment areas, if not agreed, the risk of doing nothing means that admission authorities are knowingly ignoring those schools who are unlikely to offer places to catchment children. According to the Admissions Code this would be deemed as unreasonable. The consequences would see some families being required to travel unreasonable distances (over 2 miles) to get their children to next nearest school with available places and an increase in children being offered alternative schools from their admission preferences.
- 8.4 Officers have already begun engaging the public around changes in recommendation 2.1 and 2.2. Therefore it would be appropriate to continue to formal consultation even if the final decision was no change in relation to catchment areas.

9 Corporate Implications

9.1 Contribution to Council's Vision & Corporate Priorities

These arrangements will assist pupils within the Borough to access quality learning opportunities to achieve the best possible outcomes for all children.
'Ensure residents have access to high quality education to enable them to be lifelong learners and have fulfilling employment.'

9.2 Financial Implications

There will be additional costs for running a formal consultation, however this is a requirement of the administration of school admissions and is funded from the Dedicated Schools Grant

9.3 **Legal Implications**

The determination of Admission Arrangements for community schools and the provision of a coordinated admissions scheme is a statutory requirement.

9.4 **People Implications**

Risk of children not receiving a primary school place within their catchment school

9.5 **Property Implications**

No risks to council property

9.6 **Consultation**

Requirement within the Admissions Code 2014 to formally consult on any changes to Admission Arrangements

9.7 **Equalities and Diversity Implications**

The pre-engagement process has been open to all groups and no issues were raised with regard to access to the work group sessions, online questionnaire, being aware of the process and open day session.

As presented models B, D, F and L could impact on one socio-economic group if the changes to catchment borders go ahead. The cost of travel and ease of access to allocated schools could become a difficulty for some.

9.8 **Risk Assessment**

If the Council does not agree a scheme, one will be imposed by the DfE, and the Council's reputation will suffer.

9.9 **Value for Money**

No direct implications.

9.10 **Community Safety Implications**

Consideration should be given for travel planning around schools and safe routes to schools

9.11 **Environmental Impact**

None envisaged

10 **Background Papers**

10.1 School Admissions Code 2014 —

<https://www.gov.uk/government/publications/school-admissions-code--2>

and School Admission Appeals Code 2012 -

<https://www.gov.uk/government/publications/school-admissions-appeals-code>

11 **Appendices**

Appendix 1 — Proposed Admissions Arrangements for Community Schools for September 2019 including Published Admission Numbers on Page 3.

Appendix 2 – Summary Report from Phase 1 Public Engagement Review of Primary School Catchment Areas in Leigh on Sea

Appendix 3 – Public E-petition

Appendix 4 – Addresses affected by the catchment changes

Appendix 5 – Equality Impact Assessment



**Proposed Admissions Arrangements for
Community Schools
for September 2019 round of admissions**

Consultation required: 6 weeks in the period proposed
6th November 2017 – 15th December 2017

Initial publication date: 15th March 2018

For office use – statutory process: The School Admissions Code 2014

26 th September 2017	Arrangements for Admission forum
10 th October 2017	Cabinet draft consultation proposals
6 th November – 15 th December 2017	Consultation minimum of 6 weeks PAN consultation 19 th Sept – 31 st October 2017
18 th January 2018 or 13 th February	Determined admission arrangements to Cabinet for final approval
28 th February 2018	Final Determined Admission Arrangements
15 th March 2018	Publication of Composite Prospectus of Determined Arrangements
16 th March – 15 th May 2018	Window for Objections to the School Adjudicator.
12 th September 2018	Final arrangements for 2019 are published

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1. Introduction

Southend-on-Sea Borough Council is the admission authority for all community schools in the borough. This document sets out the formal policies for all borough community. It is the formal document to ensure Council approves the Determined Policy and not the document that is used for any consultation. The arrangements for 2019 propose significant change to the current arrangements and catchment areas and appropriate documentation with full explanatory notes will be provided to the public during the consultation period (6th Nov- 15th Dec 2017).

The arrangements below, including the explanatory notes, are in line with government legislation and guidance (School Admissions Code 2014) and designed to ensure there is a fair, clear and reasonable admissions procedure for all applicants, and to help guide parents through the application process.

These arrangements apply to all admissions, including in-year admissions for the admission year 2019.

2. Community Schools Published Admissions Number 2019/20*

Community Primary Schools	Proposed admission limit for 2019/20
Barons Court Primary School & Nursery	35
Chalkwell Hall Infant School	120
Chalkwell Hall Junior School	120
Earls Hall Primary School	90
Edwards Hall Primary School	60
Fairways Primary School	60
Heycroft Primary School	60
Leigh North Street Primary School	90
Temple Sutton Primary School	120
West Leigh Infant School	120

Community Schools as at publication. Should more schools convert to Academy status this list will be updated.

*consultation with schools on PAN 19th September – 31st October 2017. Cabinet approved 19th Sept 2017.

3 Oversubscription criteria for community schools

Criteria are set per school below. Explanatory notes, item 4, apply to all community school arrangements.

If at the closing date for applications, there are not enough places for all those who have expressed a wish to have their child admitted to a community school; places will be allocated using the admission criteria as below. This will not apply to children with a statement of special educational needs (SEN) or Education, Health and Care (EHC) plans as the plan/statement names the school and therefore the child must be admitted to the named school. The admission criteria are listed below by school with explanatory notes following:

Barons Court Primary School & Nursery

1. Looked after children and previously looked after children;
2. Pupils who live in the catchment area served by the school and who have a sibling attending the school;
3. Pupils who live in the catchment area served by the school;
4. Pupils who live outside the catchment area served by the school and who have a sibling attending the school;
5. Pupils of staff;

6. Pupils who live outside the catchment area served by the school.
(for all criteria see explanatory notes below)

Chalkwell Hall Infant School

1. Looked after children and previously looked after children;
2. Pupils who have a sibling attending the school or Chalkwell Hall Junior School;
3. Pupils of staff at Chalkwell Hall Infant and Junior schools;
4. Pupils who live in the catchment area served by the school;
5. Pupils who live outside the catchment area served by the school.
(for all criteria see explanatory notes below)

Chalkwell Hall Junior School

1. Looked after children and previously looked after children;
2. Pupils attending year 2 at Chalkwell Hall Infant School;
3. Pupils who have a sibling attending the school or Chalkwell Hall Infant School;
4. Pupils of staff at Chalkwell Hall Infant and Junior schools;
5. Pupils who live in the catchment area served by the school;
6. Pupils who live outside the catchment area served by the school.
(for all criteria see explanatory notes below)

Earls Hall Primary School

1. Looked after children and previously looked after children;
2. Pupils who live in the catchment area served by the school and who have a sibling attending the school;
3. Pupils of staff;
4. Pupils who live in the catchment area served by the school;
5. Pupils who live outside the catchment area served by the school and who have a sibling attending the school;
6. Pupils who live outside the catchment area served by the school.
(for all criteria see explanatory notes below)

Edwards Hall Primary School

1. Looked after children and previously looked after children;
2. Pupils who live in the catchment area served by the school and who have a sibling attending the school;
3. Pupils who live in the catchment area served by the school;
4. Pupils of staff;
5. Pupils who live outside the catchment area served by the school and who have a sibling attending the school
6. Pupils who live outside the catchment area served by the school
(for all criteria see explanatory notes below)

Fairways Primary School

1. Looked after children and previously looked after children;
2. Pupils who have a sibling attending the school;
3. Pupils who live in the catchment area served by the school;
4. Pupils of staff;
5. Pupils who live outside the catchment area served by the school.
(for all criteria see explanatory notes below)

Heycroft Primary School

1. Looked after children and previously looked after children ;
2. Pupils who live in the catchment area served by the school and who have a sibling attending the school;
3. Pupils who live in the catchment area served by the school;
4. Pupils of staff;
5. Pupils who live outside the catchment area served by the school and who have a sibling attending the school;
6. Pupils who live outside the catchment area served by the school.
(for all criteria see explanatory notes below)

Leigh North Street Primary School

1. Looked after children and previously looked after children;
2. Pupils who have a sibling attending the school;
3. Pupils of staff;
4. Pupils who live in the catchment area served by the school;
5. Pupils who live outside the catchment area served by the school.
(for all criteria see explanatory notes below)

Temple Sutton Primary School

1. Looked after children and previously looked after children;
2. Pupils who live in the catchment area served by the school and who have a sibling attending the school;
3. Pupils who live in the catchment area served by the school;
4. Pupils who live outside the catchment area served by the school and who have a sibling attending the school;
5. Pupils of staff;
6. Pupils of the school attending Temple Sutton Nursery in the term preceding the application deadline;
7. Pupils who live outside the catchment area served by the school
(for all criteria see explanatory notes below)

West Leigh Infant School

1. Looked after children and previously looked after children;
2. Pupils who live in the catchment area and in area 1 served by the school and who have a sibling attending the school or West Leigh Junior School;
3. Pupils of staff at West Leigh Infant and Junior schools;
4. Pupils eligible for pupil premium who live in the catchment area served by the school;
5. Pupils who live in the catchment area served by the school;
6. Pupils who live in area 1 of Leigh North Streets Catchment area;
7. Pupils who live outside the catchment area served by the school.
(for all criteria see explanatory notes below)

4. Explanatory notes, apply to all community schools in Southend-on-Sea:

Parents must make a separate application for transfer from nursery to primary school and from infant to junior school. Parents must complete a Southend-on-sea Common Application Form (CAF) for applications to year reception and year 3 between 14th September and 15th January.

4.1 Pupils in public care and children that were previously in public care

Any reference to looked after children refers to children who are in the care of local authorities as defined by Section 22 of the Children Act 1989. In relation to school admissions legislation a 'looked after child' is a child in public care at the time of application to the school'. Any reference to previously looked after children means children who were adopted (or subject to residence or special guardianship orders) immediately following having been looked after. Looked after and previously looked after children are given the highest priority for each relevant age group and in all ranking.

4.2 Pupils with Education, Health and Care Plans

All children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school **must** be admitted. Children with a statement or a plan will follow a different process for admission. Further information can be found on

http://www.southend.gov.uk/info/200225/children_with_disabilities/290/special_educational_needs
<http://www.southendinfopoint.org/kb5/southendonsea/fsd/localoffer.page>

4.3 Pupils eligible for pupil premium (West Leigh Infant and West Leigh Junior Schools)

Schools are given a pupil premium for children who have qualified for free school meals at any point in the **past six years**. Parents will need to tick on the application form and/or supplementary information form or notify the Local Authority in writing if they are eligible or registered for pupil premium. Any disclosure for pupil premium will be used only to rank applications against the admission criteria and will not be held for any other purpose.

Parents can check their eligibility by filling out the LA online form on:

[https://southend.firmstep.com/default.aspx/RenderForm/?F.Name=ofyiMHFi7J8&<span%20id=
or \[www.southend.gov.uk/fsm\]\(http://www.southend.gov.uk/fsm\)](https://southend.firmstep.com/default.aspx/RenderForm/?F.Name=ofyiMHFi7J8&<span%20id=)

Parents that are in receipt of one of the following may be eligible for pupil premium:

- Income Support
- Income-based Job Seekers Allowance
- Income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the Guaranteed Element of State Pension Credit
- Child Tax Credit (if they not entitled to Working Tax Credit and have an annual income under £16,190)
- Working Tax Credit 'run-on' - the payment someone may get for another 4 weeks after they stop qualifying for Working Tax Credit and Universal Credit

4.4 Pupils of staff

Children will be ranked in admission criteria 3 if they are children of staff in either or both of the following circumstances:-

- a) where the member of teaching or professional staff has been employed at the school (for infant and junior schools it will be staff at either school) for two or more years at the time at which the application for admission to the school is made, and/or
- b) the member of staff is recruited to fill a vacant post for which there is a demonstrable specialist skill shortage.

4.5 Distance:

In the case of over subscription in any one category "straight line" distance will be used to measure the distance between the pupil's home and the nearest pupil entrance to the school. Distances will be measured using the Local Authority's computerised measuring system. The pupils living closest will be given priority. If the pupil's home is a flat the distance will be measured to the main external entrance to the building.

4.5.1 Tie-Break to be used to decide between two applications that cannot otherwise be separated:

If the same distance is shared by more than one pupil, and only one place is available, the place will be awarded on the basis of a computerised random allocation process (supervised by someone independent of the Council / governing body). In the case where the last child offered is a twin or sibling of a multiple birth sibling both/all children will be offered and the sibling will be an 'excepted pupil'.

4.5.2 Area 1 – West Leigh Infant School

Area 1 is identified in the catchment map and in the post code list, which is available on the Council Web site. Area 1 identifies the area that was part of the catchment area for West Leigh Schools for the period 2009 – 2018. The area became part of the catchment area for Leigh North Street as from the admission year to 2019.

How Area 1 is used: a hypothetical example would be where a child with no school age siblings lives in 'area 1' and applies for Leigh North Street and West Leigh Infant School. The child would be ranked under criteria 4 of Leigh North Street and criteria 6 of West Leigh Infant school. If both schools can offer a place the child will be offered the school that is highest on their preference list.

If a child living in 'area 1' with no school age siblings only applies for West Leigh Infant school and the school meets its limit within criteria 5 'pupils who live in the catchment area served by the school'; if the applicant has no other preferences a place will be offered to the next nearest school with vacancies at the time. The next nearest school with places will not necessarily be the catchment area school.

It is recommended that parents use all three preferences on their application and include their catchment school.

4.6 Distance where parents have separated

The distance is measured the same for all applications. The primary admission booklet provides further details, in summary,

Only one application can be received. The LA should not have the details of both parents or know of the marital status of the parents. If more than one application is received from parents, applications will be placed on hold until such time that:

- 'an application is made that both parents agree to; or
- 'written agreement is provided from both parents; or
- 'a court order is obtained confirming which parent's application takes precedence'.

Details on address checks and which address is relevant are also provided in the admission booklet. In all cases the child's normal place of residence is applicable for the purposes of the application.

4.7 Infant to partner Junior admissions

Parents must apply in the main round to transfer from an infant school to the junior school. Parents must use the Council common application form (CAF) and submit the application between 14th September to 15th January. The Council offers a full coordinated process for admission to year 3.

4.8 Siblings

Siblings are considered to be a brother or sister, half-brother or half-sister, step-brother or step-sister, adopted brother or sister, living at the same address, who attends the school at the time of application with a reasonable expectation that he or she will still be attending at the time of the proposed admission.

In the exceptional situation where one twin or one or two triplets are refused a place, in order to keep family members together and in line with the School Admissions Code 2014, the additional pupil(s) will be admitted even if this results in the admission limit for the year group being exceeded.

4.9 Waiting lists

Children's names will automatically be on the waiting list for schools that are higher on the rank list and for which they do not receive an offer (for years Reception and year 3).

Parents will also have the opportunity to appeal against the refusal for schools for which they did not receive an offer. Appeals must be lodged within 20 school days of the date of the letter.

Parents can access the information on appeals and also submit an appeal online on the council's web site www.southend.gov.uk/admissions or email admissions@southend.gov.uk to request an appeal application form. All appeals are considered by an Independent Appeals Panel.

Waiting lists for all year groups for community schools are closed at the end of each school year.

4.10 Over and Under age applications

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1.

Details are provided in the Admission Scheme 2019/20 for the main rounds and requests submitted from parents are coordinated by the LA and follow the requirements in the School Admissions Code. Applications for over or under age applications in-year will be handled in line with the School Admissions Code 2014, 2.17 (a & b).

Such requests for Schools in Southend-on-sea are directly to the school and the school advises the LA of their decision. Requests for year 6 must have been submitted by the parent and considered by the admission authority before the closing date for applications to year 7, i.e. 31st October of any given year. Admission authorities must make decisions on the basis of the circumstances of each case and in the best interests of the child concerned.

This will include documenting the following:-

- of the parent's views;
- information about the child's academic, social and emotional development;
- where relevant, their medical history and the views of a medical professional;
- whether they have previously been educated out of their normal age group;
- and whether they may naturally have fallen into a lower age group if it were not for being born prematurely.
- They must also take into account the views of the head teacher of the school concerned.

When informing a parent of their decision on the year group the child should be admitted to, the admission authority must set out clearly the reasons for their decision. (2.17a School Admissions Code 2014)

In circumstances where a child transfers from another school already 'outside of normal age group', community schools and the LA will support any over or under age application where the above has been met and the LA is satisfied that the child should continue to be educated out of normal age group.

4.11 Admission of children below compulsory school age and deferred entry to school.

Most children start school on a full time basis, however parents can request that their child attends part time until reaching compulsory school age (the term after their 5th birthday). Once parents receive an offer and accept a place for their child during the normal admission round they can ask to defer the admission until later in the same academic year. Schools must accommodate these requests where it appears to be in the best interest of the child. Parents wishing their child to attend part time they must discuss this with the headteacher of their allocated school. The approved deferred means that the place is held open and is not offered to another child and the parents must take up the place full time by the start of the Summer Term in April. Part-time agreements should include core teaching.

In the case of children born prematurely or the late summer months parents may request admission outside the normal age group. There is no statutory barrier to children being admitted outside their normal year group (DfE Guidance, Dec 2014). Due to the impact on future years for a child's schooling, requests to delay admission are very carefully considered by both the admitting authority and the parents. The decision to admit outside of a child's normal age group is made on the basis of the circumstances of each case. Any decision will seek a decision in the best interest for the child and be considered by a Panel of relevant persons. Parents applying for schools outside the Borough of Southend will need to consult the respective LA's policy in this regard.

Parents submitting a request for admission outside the normal age group must also complete the Single application Form during the main admission round, 14th September – 15th January for the 'usual age group for their child'.

Requests for deferment of admission to community schools should be sent to the Council and for Academy and Voluntary aided schools directly to the school. Parents will need to provide the detailed reasons for their request including any supporting evidence from relevant professionals to enable their request to be given proper consideration. For community schools, parental requests to be addressed and sent to the Pupil Access Manager, School Admissions Team, Southend Borough Council.

The Pupil Access Manager will constitute a panel to consider the submission and the panel will only consider 'admission outside the normal age group', that is, whether or not a child can start school in the Reception year the year after they turn 5 years of age and not in year 1. The panel will not consider requests for deferment within the reception year as requests can be made by parents directly to the Headteacher of the allocated school (School Admissions code 2012 section 2.16).

The panel will meet by the last week in February to consider applications from parents of children born prematurely or in the last summer months for admission outside the normal age group.

Further details provided in the Admission Scheme 2019/20 and Guidelines on defer entry to school for summer born children on the Council Web site.

The composite prospectus for all schools in the Borough, the scheme (process), admission procedures and all other policies and procedures are available on www.southend.gov.uk/admissions

4.12 Pupils of the Nursery (Temple Sutton Primary only)

Children will be ranked in this admission category for Temple Sutton Primary School if they are on roll in Temple Sutton Nursery which is part of the school during the year before admission. In regard to the main round children must be part of Temple Sutton Nursery before the application closing date of 15th January of any given year. This is to enable the admission authority to rank applications accordingly. Children admitted to the nursery after 15th January will be ranked under these criteria after the national offer day (16th April).

4.13 Home Address

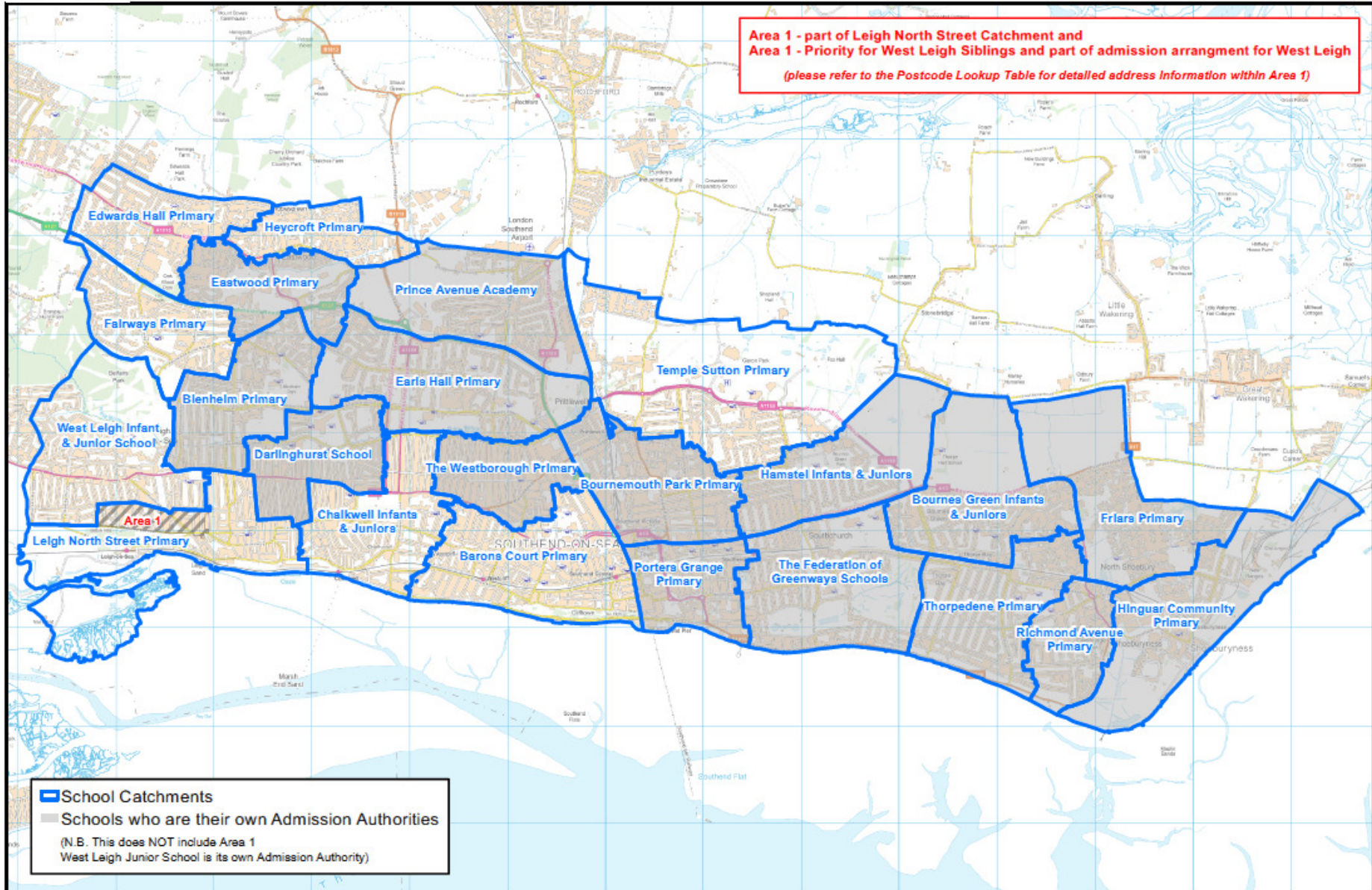
For all applications the address used will be the child's habitual normal place of residence as at the closing date for applications, i.e., 15th January (reception and year 3). Changes to address will be updated after all on time applications have been processed.

The relevant Coordinated Admissions Scheme and Primary Admission booklets should be read in conjunction to the Determined Admission Arrangements for all schools in the Borough of Southend-on-Sea. The Primary Admission booklet contains further details, provides more information and is written to support parents through the rounds.

4. Community Primary School Catchment Areas



Map showing all Community Primary Schools with catchment areas, including proposed changes from September 2019



Southend-on-Sea Borough Council

Summary Report from Phase 1 Public Engagement Review of Primary School Catchment Areas in Leigh on Sea

September 2017

Report prepared by: Catherine Braun, Group Manager Access and Inclusion

Leigh Primary Community School and Own Admission Authority Catchment Area Review for Admissions Arrangements 2019/20

1. Purpose of Report

- 1.1 The report identifies a summary of a recent public engagement exercise regarding current primary school catchment areas and suggested changes. It is aimed that the information contained within the report will allow own admission authorities to consider and agree on a preferred option for future catchment areas for primary schools within the Leigh area
- 1.2 To recommend to own admission authorities have a collective agreement on either one of the proposed catchment areas models or agree that no changes are proposed in any formal consultation.

2. Recommendation

- 2.1 **Own Admission Authorities (Academy Trusts, Foundation School Governing Bodies or Council Members) to consider and collectively agree a preferred option for catchment areas for the participating primary schools in the Leigh area and formally consult in accordance with Admissions Code 2014.**

3. Background

- 3.1 The Council has the responsibility to determine in relation to school admissions the admission arrangements (admission numbers, admission criteria and catchment areas) for community schools;
- 3.2 Own admission authorities, (academy, foundation and voluntary aided schools) have the responsibility to determine their own admission arrangements including catchment areas.
- 3.3 Section 14(2) of The Education Act 1996 places a duty on local authorities to secure sufficient schools and places for providing primary (and secondary) education that are available for their local area. The Department for Education

recognises that school populations differ from school to school and year to year and so expects pupil forecasting to be grouped by areas rather than individual schools to account for schools with over and under catchment subscription. Information regarding significant risks of over and under subscription can then be used in reviewing admission arrangements including catchment areas on an annual basis.

3.4 Own Admission Authorities have absorbed the Council's catchment areas. Any proposed change to current catchment areas will require the full collaboration of all schools in any area that has proposed changes to ensure that all Southend addresses are identified within a catchment or priority area model. For example, if a catchment area is reduced to better represent the community and provide a reasonable expectation for admission, neighbouring areas must be increased and aligned to ensure there are no gaps and all children/addresses are accommodated within all areas. In contrast, catchment areas can however overlap and share areas.

3.5 Own Admission Authorities have been engaging in the process and supporting the catchment area review.

3.6 The School Admissions Code 2014 states:
1.14 Catchment areas must be designed so that they are reasonable and clearly defined. 23 Catchment areas do not prevent parents who live outside the catchment of a particular school from expressing a preference for the school."

3.6 Over the last 6 years, with the exception of the 2017 September reception intake, Leigh schools south of the London Road have seen a pattern of at least one of the three schools not meeting catchment applicants on offer day year on year. Chart 1 demonstrates numbers of catchment applicants unsuccessful in gaining a catchment place on National Offer day and at the end of coordination (where the council ceases to coordinate admissions for own admission authorities).

School name	Offer Day 2017	Offer Day 2016	Offer Day 2015	Offer Day 2014	Offer Day 2013	2012 End of Coordination (offer Day was not captured this year)
Chalkwell Hall Infants	0	0	3	14	0	n/a
Leigh Infants	0	0	0	4	14	12
West Leigh Infants	0	27	2	15	0	5
Total Leigh schools	0	27	5	33	14	17

School name	2017 End of Coordination	2016 End of Coordination	2015 End of Coordination	2014 End of Coordination	2013 End of Coordination	2012 End of Coordination
Chalkwell Hall Infants	0	0	2	14	0	n/a
Leigh Infants	0	0	0	3	6	12

West Leigh Infants	0	25	0	9	0	5
Total Leigh schools	0	25	2	26	6	17

- 3.7 The exception for 2017 was anticipated due to the birth numbers for this reception intake year being unusually low, both in the Leigh area and across the town as a whole. Comparable births last being this low within the Leigh area were seven years ago (2010/11 reception intake year).
- 3.8 An objection was received by the Office of the Schools Adjudicator in relation to West Leigh Infant and West Leigh Junior School, regarding how priority is given when there are more applications than places for those living in the catchment area and specifically to the fact that within the catchment, priority is based on distance from the school with those living closest to the school having a higher priority.
- 3.9 As part of the adjudicator's considerations, the adjudicator acknowledged that the catchment area normally has sufficient places for all those who live in the catchment area and thus was reasonable for admissions in 2018. However during her meeting with the local authority, schools and objector, she also acknowledged that where catchment areas were in existence, parents living in catchment should have a reasonable expectation for a place. The adjudicator recognised that births for West Leigh Infant School for the 2019/20 reception year were above the number of places and that Southend Borough Council were 'considering consulting on options for the future and this could include looking at different ways of giving priority when there are not enough places for all those who live in the catchment area and wish to attend the school'. The adjudicator reinforced at the meeting, that where admission authorities were aware that the expectation for a catchment place for all children was unlikely, this was unreasonable and therefore not in accordance with the Admission Code.
- 3.10 Forecasting for years of oversubscription where schools will not meet catchment applications has been particularly problematic for schools in this area (Chalkwell Hall Infant, Leigh North Street Primary and West Leigh Infant) as years of catchment oversubscription has not necessarily followed the years of higher births. Similarly, years of higher births have not necessarily resulted in schools being unable to meet catchment preferences.
- 3.11 One of the explanations linked to the lack of patterns in birth numbers versus numbers of catchment applications is attributed to changes in parental preference. Parental preferences are often influenced by Ofsted ratings, changes in school leadership and local media and public conception regarding a schools popularity. As well as these factors, migration into popular areas and numbers of children born to families of specific faiths also influence preferences and numbers of applications and choices for each school.
- 3.12 Southend forecasting is based upon: registered births (data supplied by registry services); historical and current numbers on school roll (January school census DfE); housing developments (confirmed planning applications); local trends (admissions preference data); local knowledge (information received from schools and early years providers); Early Years data (based upon 2, 3 & 4 year old funding places); plus additional information such as information concerning

neighbouring LA's, school extensions, school closures, new schools being built, school reorganisations and Ofsted outcomes.

3.13 The local authority's statutory duty is to ensure that the authority provides sufficient places to meet pupil need within a geographical area. Due to this, forecasts are predicted by clustering schools into areas, rather than forecasting specifically by individual school. Due to the different data sources, some of which are soft data and local intelligence, forecasting cannot be an exact formula based science but is a tool to ensure that areas have sufficient places available for applicants living in the local area.

4. Characteristics of the schools considering changes to catchment areas

4.1 For the reception intake year 2019/20, there a total of 631 births recorded across the Leigh area. Collectively this is the highest number of births in over 10 years. The total number of places available across this group is 680, evidencing that Southend has enough places to meet the demand.

4.2 Focussing specifically on the three schools that have been oversubscribed for catchment places over recent years and including Darlinghurst School where provision was added in 2011, there are a total of 446 births in the area against 450 places, again evidencing that this area has sufficient places. It is also recognised that from 2014-2016 on average 11% of the recorded births across the three oversubscribed areas gained a place at the local voluntary aided (Catholic) school Our Lady of Lourdes. In total the average number of pupils gaining a reception place at Our Lady of Lourdes across these three catchment areas over the same three year period was 15.

4.3 Blenheim Primary School (Academy):

4.3.1 Historically Blenheim has been able to meet all catchment applications. Blenheim regularly admit children from other catchment areas, predominantly, Fairways, Darlinghurst and Earls Hall as well as other schools in the area. Blenheim has a mixed demographic with some areas of high deprivation, resulting in a higher percentage of children eligible for pupil premium. Blenheim was asked to expand in 2010 and admit an additional 10 places due to increases in births in the area. Blenheim's Published Admission Number (PAN) is 90.

4.4 Chalkwell Hall Infant School (Community):

4.4.1 Chalkwell Hall Infant school has a history of receiving more applications than places and in some years has been unable to meet all catchment applications. Chalkwell's births are historically higher than their Published Admission Number (PAN), with an average of 9% of their catchment births applying for a reception place at a local Catholic school (Our Lady of Lourdes). The north of Chalkwell's current catchment area has a much higher percentage of children eligible for pupil premium than the rest of its catchment. This area lies adjacent to Darlinghurst's catchment. Chalkwell recently increased its PAN from 108 to 120. The PAN increase reduces the previous risk of catchment oversubscription; however previous bucks in trends and multiple housing developments within the catchment area provide uncertainty for future catchment applications. Chalkwell Infant is situated on the same site as the Junior school. The site uses all available space to maximum efficiency both

inside and out and has no available space to expand further, without impacting negatively on the outside areas for outside play and sport.

4.5 Chalkwell Hall Junior School (Community):

4.5.1 Chalkwell Hall Infant School is a feeder school to the Juniors and as such the characteristics mostly mirror that of the infant school, including its PAN of 120.

4.6 Darlinghurst School (Academy):

4.6.1 Darlinghurst was identified early on by Council members as the solution to the shortage of school places in the South Western area of the town and increased its PAN after a successful development project from 60 to 120 from 2010 to 2012. At this time the schools Ofsted rating was 'good' and the school remains wealthy in land unlike other schools in the area that had particularly small sites for the numbers of pupils. The numbers of births within the current catchment for this school are particularly low. For 2019 admissions, births represent only 44% of the schools PAN, with no current indication of increasing. Darlinghurst's catchment has areas of high deprivation, resulting in a higher percentage of children eligible for pupil premium.

4.7 Eastwood Primary School (Academy):

4.7.1 Eastwood Primary School, also has low births in relation to its PAN of 60 places. For the 2019 reception intake, births only represent 52% of their available places. Recent years have seen increased applications to Eastwood Primary from other catchment areas, most significantly from Blenheim's northern catchment area (those living South of the A127). Similar to Blenheim and Darlinghurst, Eastwood Primary's catchment also has areas of high deprivation, resulting in a higher percentage of children eligible for pupil premium.

4.8 Fairways Primary School (Community):

4.8.1 Fairways PAN is 60 and historically is oversubscribed with more applications than places. Although births fluctuate above and below PAN, they have historically been able to meet all catchment applications. There is a pattern of parents within Fairways catchment areas choosing Blenheim as a higher preference and vice versa depending upon the year and area. Fairways have reasonably low numbers of pupils eligible for Pupil Premium. One unique factor of Fairways catchment is that a vast section of the South Western catchment, borders Belfairs Woods in West Leigh's catchment. It is due to the barrier of the woods that Fairways has not been considered as a solution to West Leigh's oversubscription.

4.9 Leigh North Street Primary (Community):

4.9.1 Leigh North Street is the smallest school in the southern part of Leigh with a PAN of 90. Similar to Chalkwell, they regularly receive more applications than places and in some years have been unable to meet catchment demand. Again like Chalkwell, years of unmet catchment has not necessarily correlated with the higher birth years. For example, the two highest years of births in this area met all catchment applications but previous lower birth years did not. For the 2019 reception intake, recorded births in area are higher than the previous two years but lower than 2016 where the school met all catchment applications. On average only a very small percentage of this population apply

to different schools. It has been suggested that Our Lady of Lourdes meets a high representation of this catchment population, however the reality is that from 2014-2016 only 1.6% of Leigh North Streets catchment gained a place in Our Lady of Lourdes reception. Similar to other South Leigh Schools, the school site is small which attributes to the reasons why this school was not expanded as part of the primary places strategy from 2010. This school has a low number of children eligible for pupil premium.

4.10 West Leigh Infant School (Community):

4.10.1 West Leigh's births have historically been less than their total number of available places, however there have been recent years where catchment applications have significantly exceeded places, with the most significant being 2016 where 27 catchment children did not receive a place at West Leigh on offer day. 2019 reception shows that for the first time, births within this area exceed available places, raising considerable concern and unlikelihood of a parental expectation for a place within catchment. It has been suggested that this high disparity of historically low births versus high years of catchment applications is attributed to parents making fraudulent applications or taking a second property under a short tenancy lease within area during the reception application round. There is a perception that many parents then move back out of catchment after securing a reception place and have commonly been referred to as 'gaming the system'. Local intelligence however does not suggest that this is a significant factor in the increase in applications. This area of Leigh has become very popular with inward migration both locally and regionally. From the recent engagement sessions, a number of parents, particularly those with children under five years, identified that they had recently bought property within the West Leigh catchment after having their first child, with the school being a primary factor for this decision making. Equally statistically, the 2016 January school census identified that West Leigh had the highest population at 91% living in catchment across the whole school (reception to year 2) compared with any other Southend school. West Leigh Infants PAN is 120. They have a particularly low number of children eligible for pupil premium.

4.11 West Leigh Junior School (Academy):

4.11.1 West Leigh Infant School is a feeder school to the Juniors and as such the characteristics mostly mirror that of the infant school. The main difference is the Junior schools PAN increases by 8 to 128, with many places offered from out of the catchment area.

5 Summary of Phase 1 Public Engagement Exercise

- 5.1 Council officers undertook a period of pre-consultation listening and engagement with the public to seek the views of a cross section of the community before reporting back to Council to consider a formal consultation on admission arrangements.
- 5.2 The listening and engagement exercise proposed two possible models for change to reduce risks for future years of schools meeting catchment applications and increase reasonable expectations of parents gaining a catchment school place in reception.

- 5.3 The exercise included the collaboration of 9 schools with a mixture of Community, Foundation and Academy status and specifically included those schools where there had been a pattern of not meeting catchment applications and oversubscription, where recent low birth numbers were impacting upon significant under subscription and those schools adjacent that support a mixed population from across the area.
- 5.4 The Headteachers, Chairs of Governors and Academy Trusts were involved in the possible solutions for redesigning the catchment areas to better represent numbers of places available and patterns of previous applications. These dialogues formed the Model A exemplified in the exercise.
- 5.5 Officers also sought to explore alternative methods for prioritising places based upon the areas of most risk, which formed the Model B example and allowed those less familiar with alternative methods for prioritising admissions to think beyond historic practice within Southend. Model B instead of catchment areas, focusses upon a shared priority area across 6 of the 9 schools
- 5.6 Of the two models, school leaders preferred Model A, although ultimately would rather no change was taken as anticipated that parents would struggle with any significant change. Agreement was gained from all 9 schools for the local authority to run the pre-consultation exercise on behalf of all 9 schools, as it was recognised that the reasonable expectation for parents to secure a catchment school in some of the schools was unlikely according to recent patterns of admission and continuing high numbers of births across the Leigh area.
- 5.7 The engagement exercise ran for 9 weeks, over the summer and during the first three weeks of the new school term. All 9 schools were asked to give existing parents a flyer to promote the exercise. Flyers were also sent to local children centres, libraries, pre-schools and nurseries. A number of media releases were shared with local newspapers.
- 5.8 Numerous information and data was made readily available via the Southend Borough Council Website, along with a catchment review public engagement document, frequently asked questions and public survey regarding opinions of the two proposed models.
- 5.9 In addition to the information available, 5 bookable public interactive sessions were offered as well as a drop-in session at the Civic Centre. The interactive sessions were offered during August (2) and September (3) both during the day and evening to allow a cross section of the community to attend. Of the 75 places available 46 people attended. On top of this, 10 people attended the public drop-in.
- 5.10 The council also received 337 individual email responses regarding the exercise and 434 usable responses to the online survey which includes any survey received via email or post up to the 22nd September.

5.11 The survey results provide evaluative responses, from those that provided feedback, regarding the popularity and anticipated impact of possible proposals as well as free comment boxes which identified common themes of areas of concern or need. The community was also invited to make alternative proposals either through the survey, email or from the interactive sessions. The below summary contains the key themes, evaluative responses and other viable options which have been given due consideration. Due to any change to the 2019 admission arrangements most affecting those with children currently not in school, responses where possible, have been split into comments from those with children not yet in school and all comments.

5.12 Model A

5.12.1 Model A focussed upon changes to all 9 schools and amended current catchment boundaries to better reflect demand and reasonable expectation. It was formed based upon previous patterns of over and under admission subscription, using a worst case scenario to avoid the need for year on year change over the next few years. This would not however remove the need for an annual review of arrangements as this is a requirement of the Admission Code but would remove the need for imminent significant changes.

5.12.2 The majority of respondents to the online survey when asked if they agreed with the changes suggested in Model A said 'No' with little difference according to the school in question. Those most against this model were in relation to Leigh North Street, Chalkwell Hall and West Leigh schools:

NB: Surveys where people have not provided a comment have been removed from the overall statistics

School	% Parents of children under school age from survey results		% All responses from survey results	
	Yes	No	Yes	No
Blenheim	32.7%	67.3%	30.2%	69.8%
Chalkwell Hall Inf	30.1%	69.9%	29.5%	70.5%
Chalkwell Hall Jnr	30.1%	69.9%	29.5%	70.5%
Darlinghurst Sch	30.1%	69.9%	29.5%	70.5%
Eastwood Pri	34.0%	66.0%	32.0%	68.0%
Fairways Pri	34.0%	66.0%	31.3%	68.7%
Leigh North Street Pri	29.5%	70.5%	27.9%	72.1%
West Leigh Inf	30.8%	69.2%	28.8%	71.2%
West Leigh Jnr	30.8%	69.2%	28.8%	71.2%
Total	31.3%	68.6%	29.7%	70.3%

5.12.3 The most common themes received through email, feedback from the interactive sessions and from the free comment boxes in the survey regarding why people did not like this model included:

Changes were too drastic – areas being moved from one catchment to another were too large, based upon unusually high years of catchment oversubscription and should be based upon more realistic numbers

Environmental Impact – many felt these changes would increase travelling times to school and parents choosing to travel by car, increasing pollution around local schools and parking issues.

Community Impact – Leigh North Street community in particular raised this issue (as well as others). A number of responses spoke of the model dividing a close community with 2/3 of the current Leigh North Street community being altered by the changes. A number of people also commented on concern that the model would split siblings and require some to attend different schools, (the proposed criteria actually gave priority to all siblings and so in theory would not be a factor) .

Safety Concerns – many spoke of concerns with increased numbers of children needing to cross busy arterial roads and the need for increased school crossing patrols.

Financial Impacts – many commented on the possible negative effects upon house prices and that people had deliberately chosen to purchase houses within a school catchment area with the expectation of gaining a place at that school (a factor that cannot be guaranteed).

School Ofsted Ratings – a number of comments related to schools current Ofsted rating and reasons why they would or would not wish to be situated in particular schools catchment areas.

5.12.4 For many of the arguments against, there were also comments which were in conflict of these opinions although often in a minority. Such as: many people choose to drive to school now so would not impact the environment significantly; many children already cross busy arterial roads, in particular West Leigh and Chalkwell Hall as well as those travelling to other schools such as Our Lady of Lourdes with little or no serious incidents involving children; house prices should not be considered as they bear no relation to school places.

5.12.5 A number of people made alternative suggestions based upon a catchment model with reduced areas and alternative areas to where they lived. A number referred specifically to the area which moved from Leigh North Street to West Leigh a number of years ago and the area North of Chalkwell Hall's catchment an area subject to previous consultations.

5.12.6 There were very few comments specific to just Blenheim and Eastwood Primary and none regarding only Fairways Primary. Of those that did specifically refer to these schools 2/3's were not in favour of change.

5.13 Model B

5.13.1 Model B proposed the removal of catchment areas to 6 schools (Chalkwell Hall Infant and Junior, Leigh North Street, West Leigh Infant and Junior and Darlington School) and replace with a shared priority area. Due to some

schools not being central to their immediate area, Virtual School Points (VSP) was introduced to identify a more centralised point based upon current catchment areas encompassing the northern and southern boundaries. The reason behind the VSP was to achieve a greater equality of access to schools within the priority area.

5.13.2 The survey results when asked if people agreed with the changes suggested in Model B were less conclusive with no significant majority:

NB: Surveys where people have not provided a comment have been removed from the overall statistics. Responses regarding schools not included in the Model B proposal have been removed.

School	% Parents of children under school age from survey results		% All responses from survey results	
	Yes	No	Yes	No
Chalkwell Hall Inf	46.8%	50.6%	47.5%	49.5%
Chalkwell Hall Jnr	46.2%	51.3%	47.5%	50.0%
Darlinghurst Sch	47.4%	48.7%	48.2%	48.8%
Leigh North Street Pri	48.1%	50.0%	49.3%	48.8%
West Leigh Inf	46.8%	51.9%	46.8%	51.4%
West Leigh Jnr	46.8%	51.9%	47.0%	51.4%
Total	42%	51.7%	47.7%	49.9%

5.13.3 The most common themes received through email, feedback from the interactive sessions and from the free comment boxes in the survey regarding why people did not like this model included:

Community Impact – those living in the closest roads situated next to West Leigh Schools were most at risk of not gaining a place at their local school and in high birth years would most likely need to travel to Darlinghurst rather than the next closest school.

Environmental Impact – many felt these changes would increase travelling times to school and parents choosing to travel by car, increasing pollution around local schools and in particular parking issues. In particular those living in roads surrounding West Leigh Schools, identified that parents often park over their drives blocking them in and if they then had to travel to another school would be unable to get their children to school.

Financial Impacts – there were comments regarding the possible negative effects upon house prices for those living closest to schools (West Leigh in particular)

Difficult to understand – a number of comments were in relation to finding the model confusing and being unable to easily determine their chances of gaining a place at a particular school (lack of reasonable assumption). This factor if not made clearer, may be in conflict with the requirements of the School Admissions Code 2014 item 14, ‘*Parents should be able to look at a*

set of arrangements and understand easily how places for that school will be allocated'.

5.13.4 There were also a number of people in support for Model B, mostly from current areas of Leigh North Street and Chalkwell Hall schools. Comments in relation to support of this model themed around:

Longevity & Flexibility – comments that the model was more flexible and provided places for both high and low birth years with all children accommodated across the area. The strongest argument being that in low birth years, communities would see little to no difference from current arrangements.

Community – less negative impact upon communities, in contrast asserting that for most years there would be a reasonable assumption of gaining your local school.

Choice – allowed for greater choice and opportunity to gain a place at a number of different schools.

5.13.5 As requested at one of the interactive sessions, a trial of Model B was undertaken to identify how the applications would be afforded according to the priority area and proposed criteria. A full demonstration would include coordination with other authorities which was not possible, however the trial used all data and preferences from the previous 2016 reception round where 27 children from West Leigh catchment failed to gain a catchment place. This trial involved using over 2,100 primary applications using their previous preferences but under the proposed arrangements within model B. The most significant factors of this are below:

5.13.6 All children were accommodated and allocated a place. 83% of offers remained the same as in 2016. However the number of children unable to gain a place at West Leigh living within the current catchment was increased to 30, this differs from the original 27.

5.13.7 This change is due to 3 siblings living out of catchment gaining priority over previous in catchment applications. Of the 30 not offered a catchment place, 12 children were from the eight streets closest to the school (including the two roads where the school building is situated) rather than from those roads closest to the Borough border. Most of these children were offered either Chalkwell Hall or Darlington (not the next closest school). A smaller number of children living on the borough boundary did not gain a place, although those living furthest from the school continued to not gain priority at West Leigh. 6 children previously in Leigh North Street catchment were offered Chalkwell Hall except one who was offered Darlington. With little to no offer changes for applicants within current Chalkwell Hall and Darlington areas.

5.13.8 It should be noted that this is only a test of how the system would work and those parents using this system may well have applied their second and third preferences differently and as such those living closest to West Leigh School may have been accommodated at Leigh North Street.

5.13.9 Using this demonstration identified that using Model B would specifically displace two groups of children, those on the borough border of West Leigh (as current) and those living next to and surrounding roads of West Leigh Infant school, both have valid arguments for this being unreasonable.

5.14 The survey results when asked what people's preferred option was overall, the results did not mirror previous comments and as such are difficult to qualify, although Model B has the majority vote:

NB: Surveys where people have not provided a comment have been removed from the overall statistics

School	% Parents of children under school age from survey results				% All responses from survey results			
	Prefer Model A	Prefer Model B	Prefer No Change	Prefer alternative Model	Prefer Model A	Prefer Model B	Prefer No Change	Prefer alternative Model
Blenheim	15.4%	30.8%	27.6%	12.8%	15.4%	29%	26.5%	12%
Chalkwell Hall Inf	16.7%	34.6%	23.7%	11.5%	15.4%	31.3%	24%	11.8%
Chalkwell Hall Jnr	16.7%	34.6%	23.7%	11.5%	15.4%	31.3%	24.2%	11.8%
Darlinghurst Sch	14.7%	33.3%	27.6%	10.9%	14.7%	30.6%	26.3%	10.8%
Eastwood Pri	15.4%	30.8%	28.8%	11.5%	15%	29.3%	27%	11.3%
Fairways Pri	14.7%	30.8%	29.5%	11.5%	14.5%	29.3%	27.4%	11.3%
Leigh North Street Pri	14.1%	36.5%	24.4%	11.5%	14.3%	32.9%	23.7%	11.5%
West Leigh Inf	18.6%	34.0%	21.2%	12.8%	18%	32%	20.3%	12.2%
West Leigh Jnr	18.6%	34.0%	21.2%	12.8%	17.7%	32%	20.3%	12.2%
Total	17.5%	33.7%	23.2%	10.8%	16.6%	30.9%	23.1%	10.8%

5.14.1 Overall, Model B was preferred by a small majority from the survey. From the email responses, those that identified a clear preference, the majority preferred Model B. However, an E-petition supported the preference for no change.

5.15 No Change

5.15.1 Collectively from the survey results alone 23% of parents of children under school age and overall responses wanted no change. The most significant risk of doing nothing is that admission authorities are knowingly ignoring those schools very unlikely to not offer places to catchment children and creating repeats of 2016 where families are required to travel unreasonable distances (over 2 miles) to get their children to school. Similarly in doing nothing, currently two schools significantly undersubscribed from births in their areas, will continue to run at risk of being considerably below PAN. The recent Adjudication identified 'In this context the catchment area, where normally there are sufficient places for all those who live in the catchment area, seems reasonable in 2018.' However it would most likely seem unreasonable in relation to 2019 as admission authorities are aware that at least West Leigh Infants are very unlikely to have sufficient places.

5.15.2 Should it be decided that there is no change to the catchment area the following should be noted: firstly the Council would continue to meet its duty to offer places to all children as provision is available at alternative schools, secondly parents have the option to apply to any school, including faith schools and to neighbouring LA area schools, for example, Hadleigh Infant School in Essex.

5.16 Alternative Models

5.16.1 11% of parents of children under school age and overall responses wanted consideration of an alternative model. 7 specific examples of alternatives were received either through the interactive sessions or via email. All examples that had enough detail that explained how the model could be administered were given due attention and were measured against the following criteria:

- 1) Are solutions in line with the Admissions Code
- 2) Would the model provide a viable solution to the problem
- 3) Does it displace or have a considerable knock on effect to other children
- 4) Would it have unforeseen consequences on other schools/areas
- 5) Can we administer it within the confines of the Capita Admissions System
- 6) Will it be agreed by other admission authorities

5.16.2 Five examples were alternate catchment changes similar to model A and 2 were alternative solutions similar to model B. To ensure Fairness, the above criteria was also applied to Model A and B. The results appear inconclusive however, as all models (including A and B) although offer solutions, also offer areas of risk to at least one area of the community.

5.17 Responses to proposals for admission criteria:

5.17.1 The public was also asked to share their views on proposed criteria that support overall admission arrangements

	% Parents of children under school age from survey results		
	Positive Impact	Negative Impact	Not sure
Pupils who have a sibling attending the school	29.5%	42.3%	21.2%
Pupils of Staff (before catchment)	5.1%	52.6%	35.3%
Pupils of Staff (after Catchment)	12.2%	37.2%	43.6%

% All responses from survey results		
Positive Impact	Negative Impact	Not sure
23.3%	44.7%	23.3%
5.5%	50%	35.7%
13.4%	35.9%	41.9%

5.17.2 **Siblings** Interestingly, although model A & B proposals gave priority for all siblings, the majority felt that this would impact them negatively. Some quantified this answer by identifying that siblings living out of catchment and priority areas should not gain priority over those living in. As where others identified that it was important to ensure that all siblings remained together. Some went to lengths to suggest that if a child moved out of catchment that they should be made to leave the school. This action is not permissible within the Pupil Registration Regulations. Others also suggested that pupils applying to a feeder junior school should have separate priorities according to whether they lived within or out of catchment, allowing those within catchment

previously unsuccessful in gaining a place to have priority over a child who has been a member of the school community since reception..

5.17.3 **Pupils of Staff** – many were unsure of how this would affect their family with very few identifying that this had a positive impact.

5.17.4 **Pupil premium** – there was not a specific question regarding pupil premium, however a number of people commented on this added criteria, with the majority in favour for not just West Leigh but across most schools with some questioning why other schools did not feel this group should have priority.

5.17.5 **Distance** – the majority of respondents wanted to measure distance from the school rather than a Virtual School Point or alternative method. When asked specifically to comment if people agreed with moving the measuring point from the school to a more central point, most were unsure 43.8% and 37.8% disagreed.

5.18 Further Comments Raised through Responses:

5.18.1 **Future Housing Developments** – many people identified that availability of school places should be considered before agreeing further developments that increases housing across all three catchment areas south of the London Road

5.18.2 **Make it a requirement to use all three preferences when making admission applications** – although this can be encouraged admission authorities cannot insist applicants add three choices

5.18.3 **Build a new school/annex/expand current provision** – as explained in 4.2 Leigh has sufficient spaces to meet need, just not currently within the current catchment areas. The council is unable to apply for basic need funding from central government unless they can demonstrate that there are insufficient places across an area.

5.18.4 **Overlapped catchments** – allowing parents to gain priority to more than one school if one is oversubscribed.

5.18.5 **Fraudulent applications** – refer to 4.10.1. Many refer to the council having more robust checks to identify potential dishonest applications. Some responses wanted all applicants to provide their council tax number and to have lived in the area for more than 12 months. The Council could explore enhanced data sharing agreements with council tax, however this may not provide the necessary information, due to people also altering their property that Council Tax is registered to. For some parents, they are not registered under Council at all i.e. living with parents, relatives etc. Further legal advice is required regarding the School Admissions Code and requesting additional information on admission applications (previous advice was that this was not in keeping with the requirements of the code). There were a number of suggestions that people should be living in the area for more than 12 months, although technically possible legal advice was that this was not 'good public administration' and could be challenged. It would likely create a 'bias' in the admission system. The bias would be 'people who have lived in the area for more than 12 months' and 'people who have not lived in the area for more than 12 months'. As most tenancies are initially for 6 months any policy that restricted priority to a school based on length of residency would place people that rent at a disadvantage for priority to their catchment school. This is in direct conflict with the Schools Admissions Code 2014, in that arrangements would not be 'objective'. Although a core group of respondents felt that there was a high proportion of address fraud, the data does not highlight a real problem with 'fraudulent applications'.

5.18.6 **Improve standards at underachieving academy schools** – reasoning behind this is that once improved, parents will be more inclined to place such schools in their preferences. It is the role of the Regional Schools Commissioner to improve standards at academy schools and not the local authority, however where possible the LA continues to work closely with academies and support and challenge where appropriate.

5.18.7 **Questioning councils data and forecasts** – there have been many challenges to the councils forecasting data refer to section 3.10 – 3.13. Specific queries have been responded to on an individual basis. The council has based its findings and recommendations on previous patterns of over (and under) subscription to school admissions, recorded birth data and historic patterns of parental preferences.

6 Feedback from Admission Forum and Preferred Way Forward

6.1 Forum members discussed the merits and disadvantages of all models and the impact upon children and families, discounting those models that didn't provide a clear solution. Discussions particularly centred on Model B, Model E and Model K.

6.2 Model B had a clear advantage due to its flexibility in years of high and low births and recognition that this had been favoured by the community. However there was concern that in high birth years, large numbers of children continued to be displaced, namely those living on the Southend border and those living next door and in surrounding roads to school. These children would likely not gain a place at their local school (West Leigh Specifically) and would likely receive a school some distance from their home address. For these reasons Model L was particularly disliked.

6.3 Representation from two Own Admission Authorities identified that they would not support Model B. Reasons were different dependent upon the academy, however main concerns were in relation to disadvantaging those living closest to the school and not supporting a shared catchment area model.

6.4 An alternative model was appreciated for considering the advantages of Model B with the added advantage of removing all the risk factors. Recognition was given to a significant change to Leigh North Streets current catchment area; however those living closest to the school remained unaffected. There was also discussion regarding the ability for both schools in each area to work closer together and reinforce and build upon a wider united community catchment area.

6.5 One Own Admission Authority remained unsupportive of this model. Their reasoning was that they wanted to focus their work around serving a specific neighbourhood and develop links with the local community to strengthen the school and the community with a catchment area that reflects the size of their PAN. Due to one admission authority refusing, this model could not be further considered by the local authority.

6.6 Model K received support from all forum members. It was identified that the model continued to provide choice and prioritises all current catchment arrangements in lower birth years. It also addresses and allows parents to have a reasonable expectation on a catchment area for years of higher demand,

providing greater assurance for those living on the Southend borders. Members recognised that the model was a softer and less drastic approach to Model A and demonstrates that community and school concerns have been listened to.

- 6.7 One own admission authority raised concerns regarding the size of the areas being moved (too small) and lack of clear break away from the current catchment model.
- 6.8 A private vote, excluding all local authority officers and admission forum members, schools and academies with a vested interest, with a unanimous outcome recommending Model K.

7 Conclusion

- 7.1 There is no single model that provides a clear solution that meets need across Leigh with no adverse impact upon specific groups of children, areas or schools and is agreeable to all admission authorities. Some models provide reduced adverse impact but all contain some risks, including no change.
- 7.2 A recommendation will need to be reached that is agreeable to all admission authorities and caters for all children across Southend.
- 7.3 Based upon the results of the survey, feedback from the general public via email and representation at engagement sessions, Admission Forum's views and the position of Own Admission Authorities, the recommendation in relation to Leigh Primary School catchment areas is to formally consult the public on Model K
- 7.4 Further consultation with own admission authorities identified that Model K as originally proposed was not accepted by one Own Admission Authority and required amendments in order to agree a way forward. The final recommended model is a result of these negotiations.

8. Background Papers

- 8.1 School Admissions Code 2014 – <https://www.gov.uk/government/publications/school-admissions-code> and School Admission Appeals Code 2012 - <https://www.gov.uk/government/publications/school-admissions-appeals-code>

9. Appendices

- 9.1 Appendix 1 Models A and B (original proposed models), Model K (Admissions Forum preferred model) and final recommendation for consultation.

Appendix 1
Model A, Model B, Model K and Final Recommended Model

**Leigh Primary Community School and Own Admission Authority Catchment Area
Review for Admissions Arrangements 2019/20**

Model A

Model A reduces the catchment areas for six schools, enlarges catchment for two schools and incorporates small changes to one other school.

- Area 1 would move from the West Leigh Infant catchment area to Leigh North Street Primary School catchment. This would reduce the size of the catchment area and therefore parents would have a reasonable expectation for priority in the admission arrangements.
- Area 2 and 3 move from Leigh North Street Primary School catchment to Darlington School. In this proposal, distance continues to be measured from the pupil's home to the school.
- Area 4 moves from Chalkwell Hall Schools to Darlington School
- Area 5 moves from Darlington School to Blenheim Primary
- Areas 6a and 6c move from Blenheim Primary School to Eastwood Primary School

Model A - Average Pupil Number Impacted by Change

Births Registered to Areas 1 to 7		West Leigh	Leigh North Street	Leigh North Street	Chalkwell	Darlington	Blenheim	Blenheim	Fairways
Yr of Birth	SchYear	One	Two	Three	Four	Five	SixA	SixC	Seven
2012/13	NurseryTwo	19	20	36	15	4	20	4	12
2013/14	NurseryOne	28	15	32	20	4	7	1	15
2014/15	TwoYrOld	23	18	27	23	3	6	7	14
2015/16	OneYrOld	27	17	33	22	3	19	5	12
<i>Average Group Size</i>		<i>24</i>	<i>18</i>	<i>32</i>	<i>20</i>	<i>4</i>	<i>13</i>	<i>4</i>	<i>13</i>

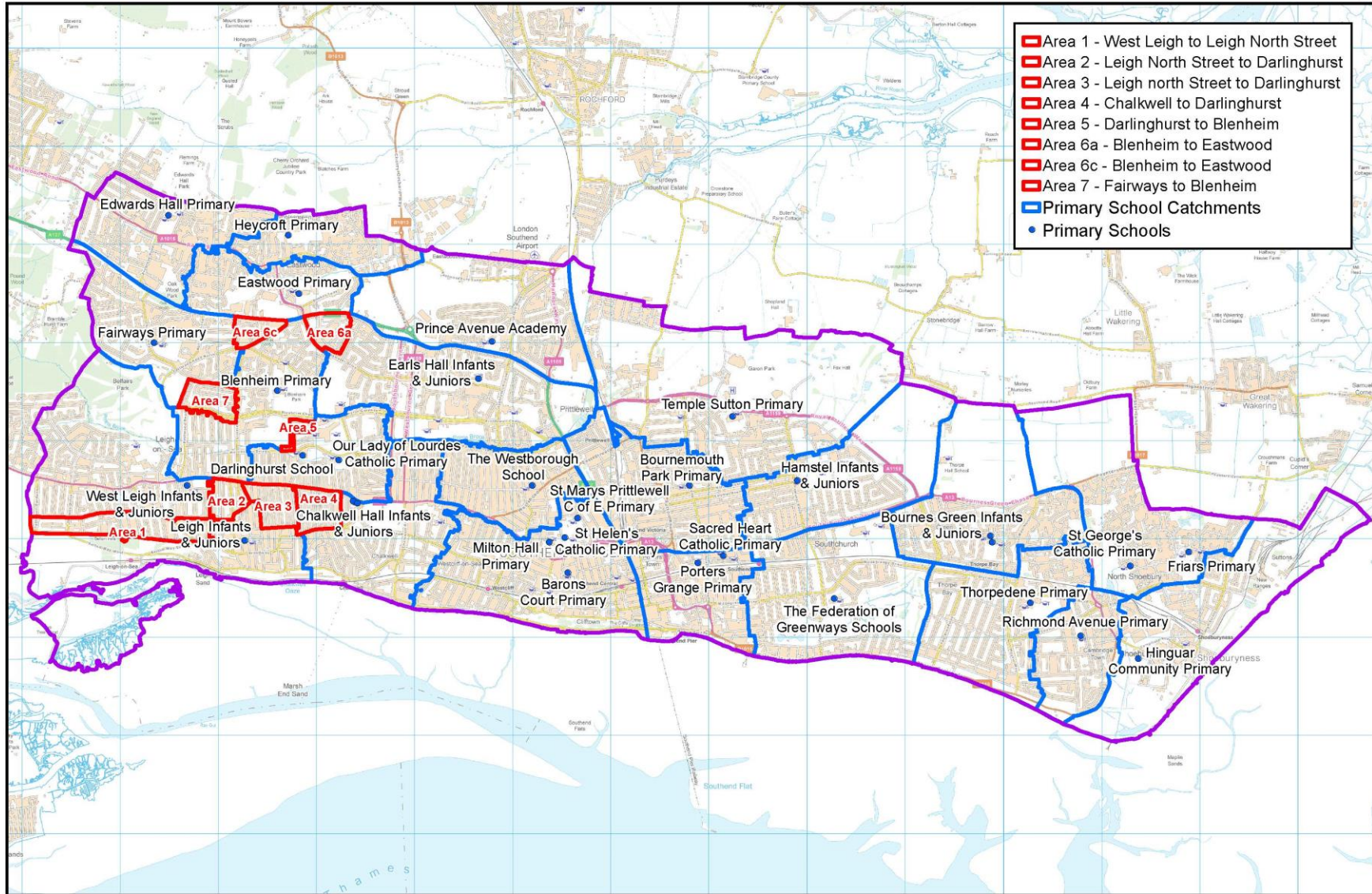
CURRENT PUPIL NUMBERS IN THESE AREAS

		West Leigh	Leigh North St	Leigh North St	Chalkwell	Darlington	Blenheim	Blenheim	Fairways
		One	Two	Three	Four	Five	SixA	SixC	Seven
2011/12	Reception	27	22	35	18	6	18	7	13
2010/11	One	23	17	25	23	7	14	6	18
2009/10	Two	20	18	40	19	5	14	6	8
2008/09	Three	17	18	42	23	5	24	3	11
2007/08	Four	28	14	28	17	10	12	5	13
2006/07	Five	27	16	35	19	9	15	6	11
2005/06	Six	24	10	24	17	4	22	5	12
2004/05	Seven	24	10	27	12	4	11	2	16
2003/04	Eight	20	7	18	22	9	10	3	15
2002/03	Nine	21	13	31	10	5	18	6	10
2001/02	Ten	18	12	25	14	5	10	2	15
2000/01	eleven	17	12	26	13	6	16	4	14
<i>Average Group Size</i>		<i>22</i>	<i>14</i>	<i>30</i>	<i>17</i>	<i>6</i>	<i>15</i>	<i>5</i>	<i>13</i>

	Loss	Gain	Result		Loss	Gain	Result
West Leigh	24	0	-24	Blenheim	17	17	-1
Leigh North Street	50	24	-25	Fairways	13	0	-13
Chalkwell	20	0	-20	Eastwood	0	17	17
Darlington	4	70	66				



Maps showing the proposed Areas 1-7 catchment adjustments



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Model B

Model B removes the catchment areas for West Leigh Schools, Leigh North Street Primary School, Chalkwell Hall Schools and Darlinghurst School. Catchments for these schools have been replaced with a shared priority area.

Increases in the birth rate and housing development mean some school catchment areas have more children living in them than there are places at the school. Inward migration leads to some schools being oversubscribed in catchment. By removing the catchment areas for this smaller group of schools, there are greater allowances for further fluctuations in the population.

In order to achieve a greater equality of access to the nearest school a Virtual School Point was used instead of the school building for measuring distance from the school to the child's home. Currently, some of the schools in this area are not situated in the centre of their catchment area, which can disadvantage some families living on the catchment borders, particularly those living on the borough boundary.

The distance measurement point was moved from the school to a more centralised location ensuring that all residents would be within a 0.6 mile radius of the nearest Virtual School Point. The Virtual School Point is only used for measurements and ranking applications from nearest to the Virtual school point.

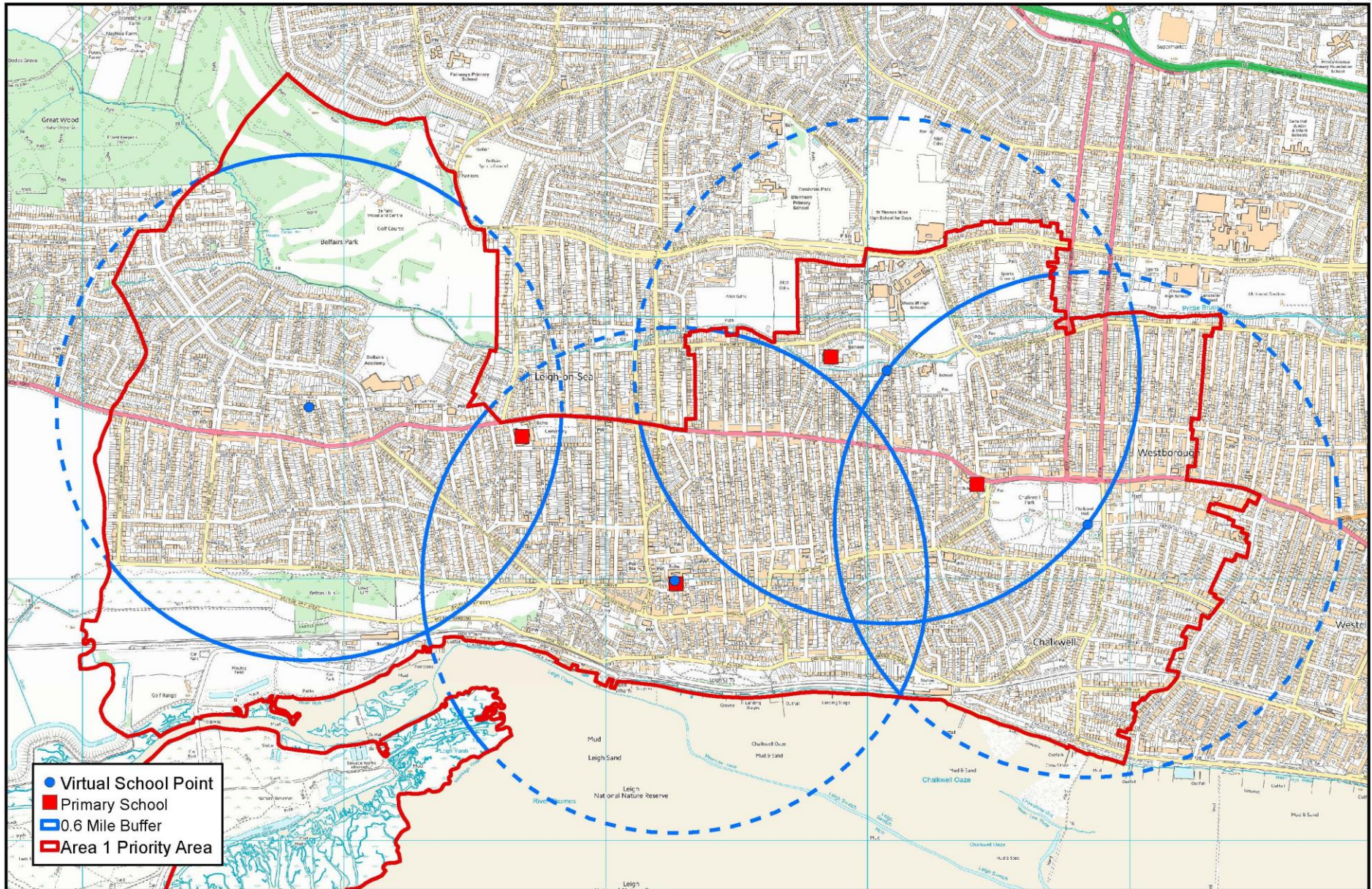
Model B



Area 1 - Potential School Catchments



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Model K

Model K was derived from the original Model A but provides flexibility for admission in years of low and high births. The areas identified for change in the oversubscribed areas have been based upon an average pupil loss based upon current PAN and previous patterns of over subscription, rather than worst case scenario. The model addresses risks and allows parents to have a reasonable expectation on a catchment area for years of higher demand, providing greater assurance for those living on the Southend borders.

For West Leigh Infant and Junior School, Leigh North Street Primary and Chalkwell Hall Schools (schools that have been previously oversubscribed in recent years), the model provides priority areas within the arrangements for those areas being removed from the catchment area. In practice, these areas have priority over any remaining places over other out of catchment areas, particularly relevant in in lower birth years.

Births Registered to Areas 1 to 7		West Leigh	Leigh North Street	Chalkwell	Darlinghurst	Blenheim	Blenheim	Fairways
Yr of Birth	SchYear	One	Three	Four	Five	SixA	SixC	Seven
2012/13	NurseryTwo	14	17	4	4	20	4	12
2013/14	NurseryOne	20	17	4	4	7	1	15
2014/15	TwoYrOld	13	9	4	3	6	7	14
2015/16	OneYrOld	13	10	6	3	19	5	12
<i>Average Group Size</i>		<i>15</i>	<i>13</i>	<i>5</i>	<i>4</i>	<i>13</i>	<i>4</i>	<i>13</i>

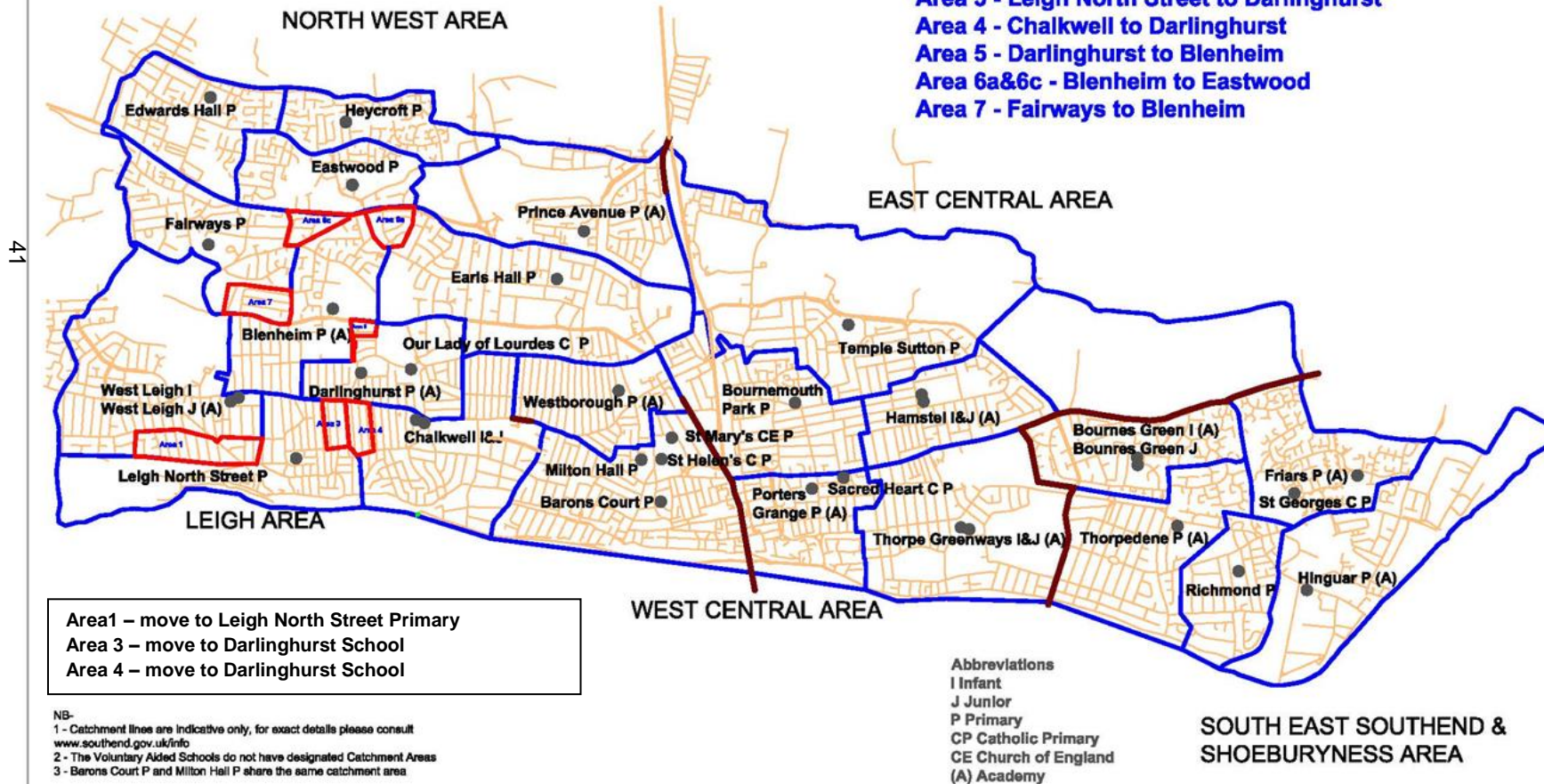
<i>CURRENT PUPIL NUMBERS IN THESE AREAS</i>								
2011/12	Reception	19	16	3	6	18	7	13
2010/11	One	12	12	4	7	14	6	18
2009/10	Two	9	28	1	5	14	6	8
2008/09	Three	13	22	9	5	24	3	11
2007/08	Four	18	15	7	10	12	5	13
2006/07	Five	20	14	8	9	15	6	11
2005/06	Six	20	13	6	4	22	5	12
2004/05	Seven	14	11	4	4	11	2	16
2003/04	Eight	11	12	7	9	10	3	15
2002/03	Nine	16	19	5	5	18	6	10
2001/02	Ten	13	11	4	5	10	2	15
2000/01	eleven	10	13	8	6	16	4	14
<i>Average Group Size</i>		<i>15</i>	<i>16</i>	<i>6</i>	<i>6</i>	<i>15</i>	<i>5</i>	<i>13</i>

Model K reflecting proposed catchment changes

SOUTHEND ON SEA BOROUGH COUNCIL
Maps showing all Community Primary Schools with Catchment Areas
and the Primary Voluntary Aided Faith Schools

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- Area 1 - West Leigh to Leigh North Street
- Area 3 - Leigh North Street to Darlingtonhurst
- Area 4 - Chalkwell to Darlingtonhurst
- Area 5 - Darlingtonhurst to Blenheim
- Area 6a&6c - Blenheim to Eastwood
- Area 7 - Fairways to Blenheim



Area1 – move to Leigh North Street Primary
 Area 3 – move to Darlingtonhurst School
 Area 4 – move to Darlingtonhurst School

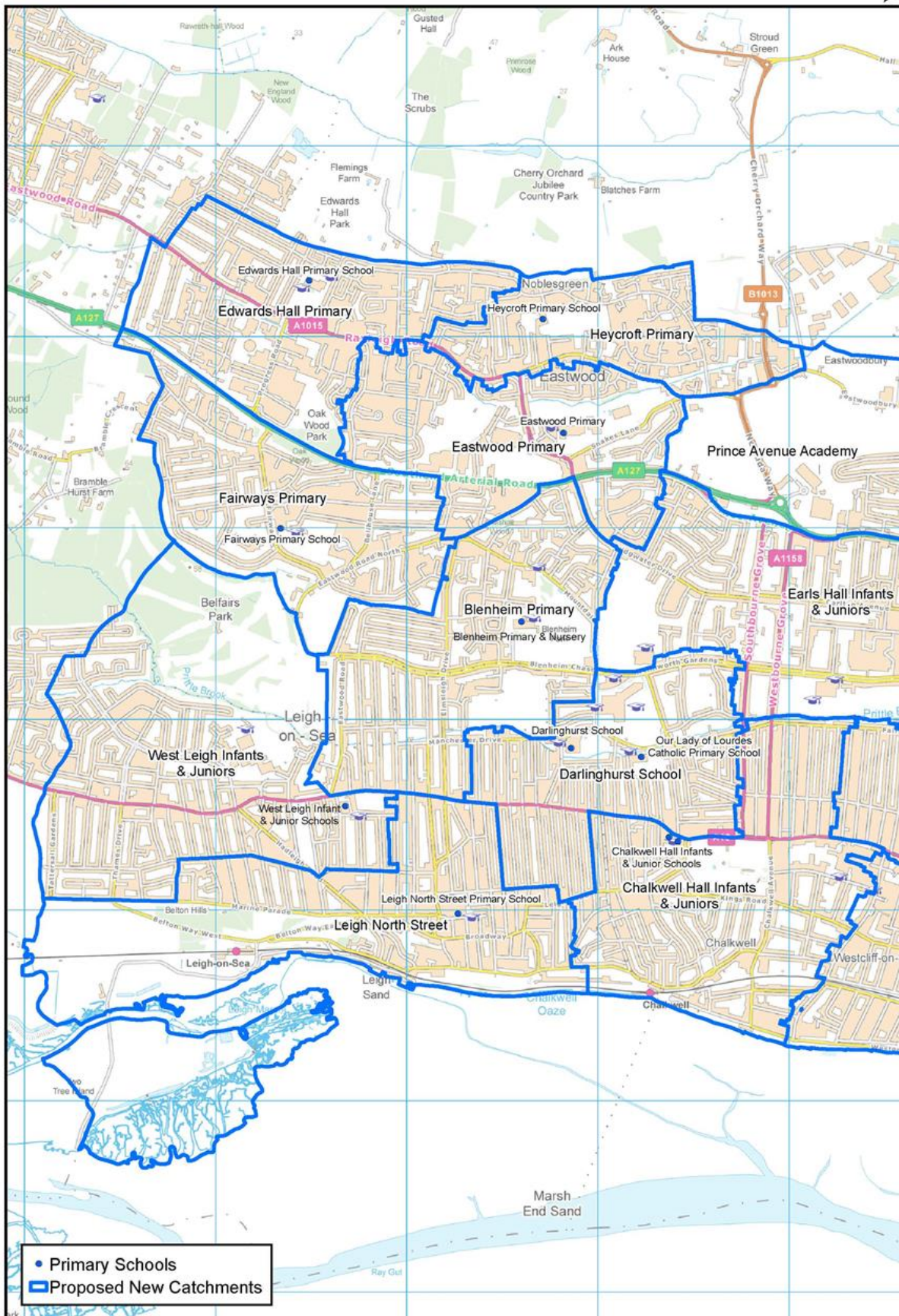
NB-
 1 - Catchment lines are indicative only, for exact details please consult www.southend.gov.uk/info
 2 - The Voluntary Aided Schools do not have designated Catchment Areas
 3 - Barons Court P and Milton Hall P share the same catchment area

Abbreviations
 I Infant
 J Junior
 P Primary
 CP Catholic Primary
 CE Church of England
 (A) Academy

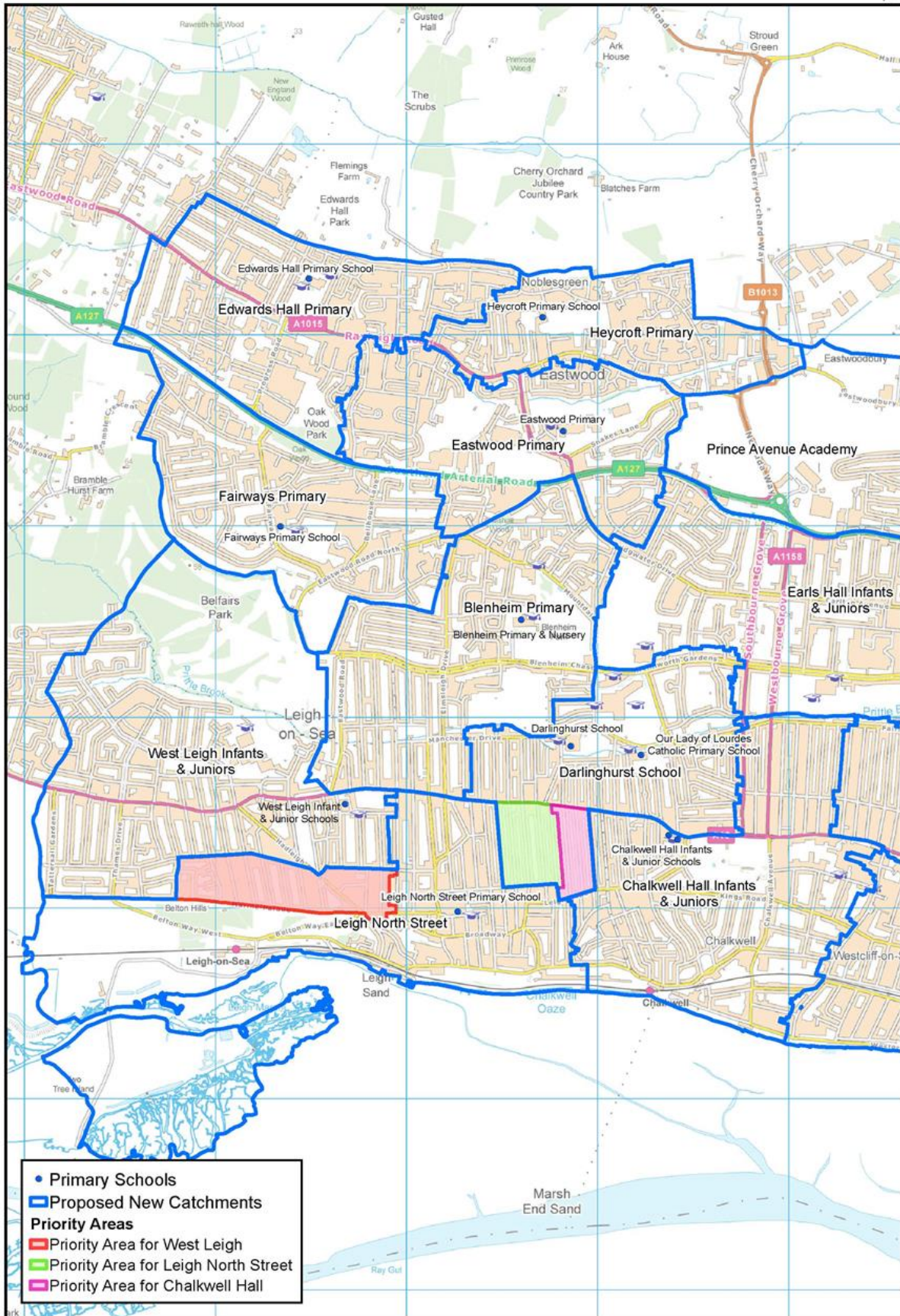
**SOUTH EAST SOUTHEND &
 SHOEBURYNESSE AREA**

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Proposed New Catchments



Proposed New Catchments with Priority Areas



Recommended Model for formal consultation

This model is based upon the alternative Model K. The areas identified for change in the oversubscribed areas have been centred on an average pupil loss based upon current PAN and previous patterns of over subscription, rather than worst case scenario. The model addresses risks and allows parents to have a reasonable expectation on a catchment area for years of higher demand, providing greater assurance for those living on the Southend borders.

For West Leigh Infant and Junior School it identifies those removed from the catchment area and provides a priority area within the arrangements prioritising places over other out of catchment area applications, particularly relevant in in lower birth years.

Area 2 (current Leigh North Street) has been increased by one road, to represent an average loss in previous years of oversubscription taking account of numbers gained through pupils in Area 1 moving into Leigh North Street catchment.

The area previously identified to be moved from Darlington's catchment to Blenheim Primary has been reinstated to ensure sufficient pupil numbers within Darlington School's catchment area.

Births Registered to Areas 1 to 6		West Leigh	Leigh North St	Chalkwell	Fairways	Blenheim	Blenheim
		One	Two	Three	Four	Five	Six
2012/13	NurseryTwo	14	27	4	12	20	4
2013/14	NurseryOne	20	28	4	15	7	1
2014/15	TwoYrOld	13	20	4	14	6	7
2015/16	OneYrOld	13	23	6	12	19	5
Average Group Size		15	25	5	13	13	4

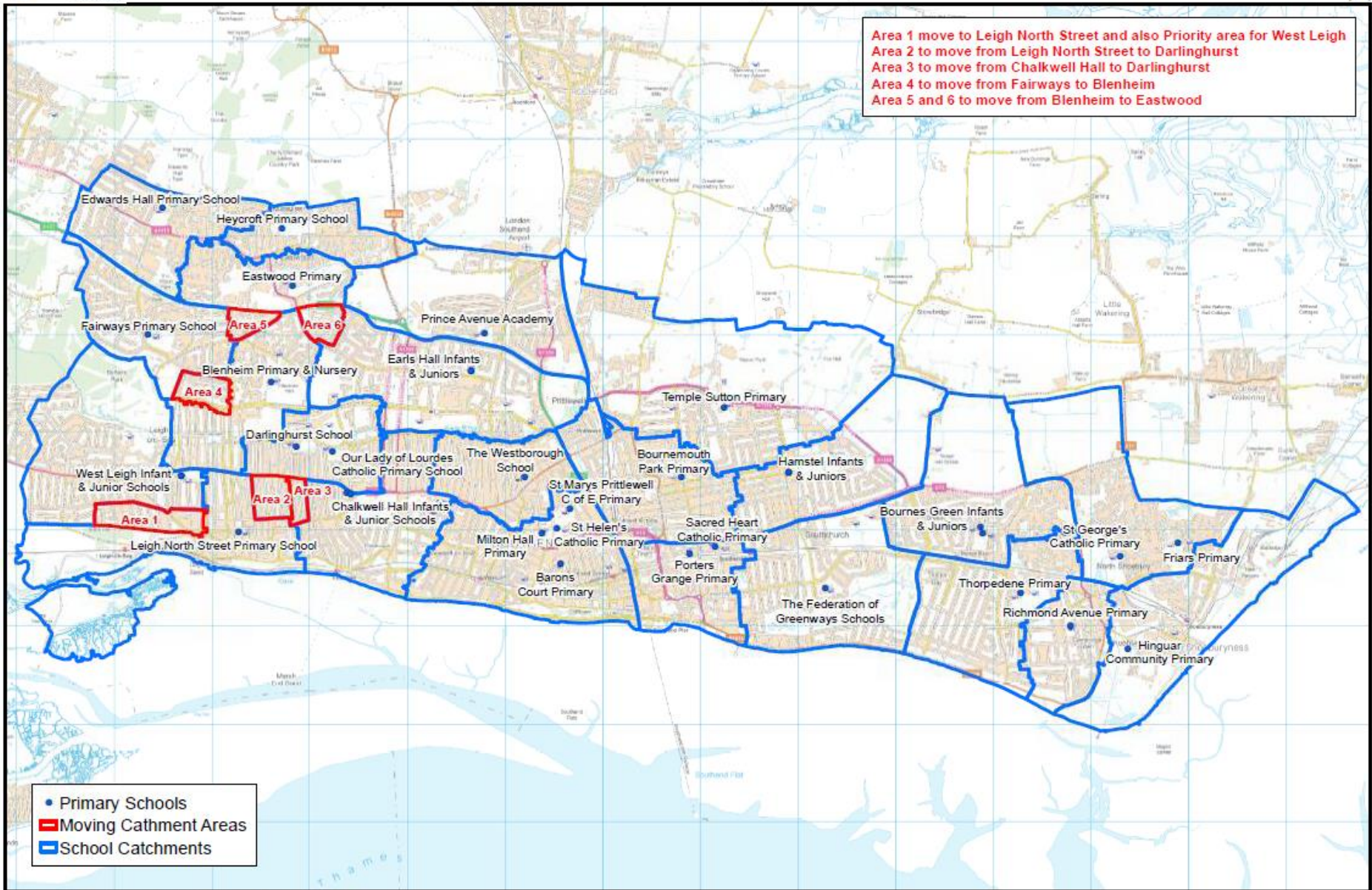
CURRENT PUPIL NUMBERS IN THESE AREAS							
		West Leigh	Leigh North St	Chalkwell	Fairways	Blenheim	Blenheim
2011/12	Reception	19	25	3	13	18	7
2010/11	One	12	23	4	18	14	6
2009/10	Two	9	28	1	8	14	6
2008/09	Three	13	35	9	11	24	3
2007/08	Four	18	22	7	13	12	5
2006/07	Five	20	22	8	11	15	6
2005/06	Six	20	20	6	12	22	5
2004/05	Seven	14	22	4	16	11	2
2003/04	Eight	11	20	7	15	10	3
2002/03	Nine	16	23	5	10	18	6
2001/02	Ten	13	20	4	15	10	2
2000/01	eleven	10	22	8	14	16	4
Average Group Size		15	24	6	13	15	5

	Avg. Loss	Avg. Gain		Avg. Loss	Avg. Gain
West Leigh	15	0	Fairways	13	0
LNSt	25	15	Eastwood	0	17
Chalkwell	5	0	Blenheim	17	13
Darlington	0	30			
Total Loss 75			44	Total Gain 75	

Recommended Model for Consultation



Map showing all Primary School with Catchment Areas, Primary Voluntary Aided Faith Schools and proposed catchment areas to be changed from September 2019

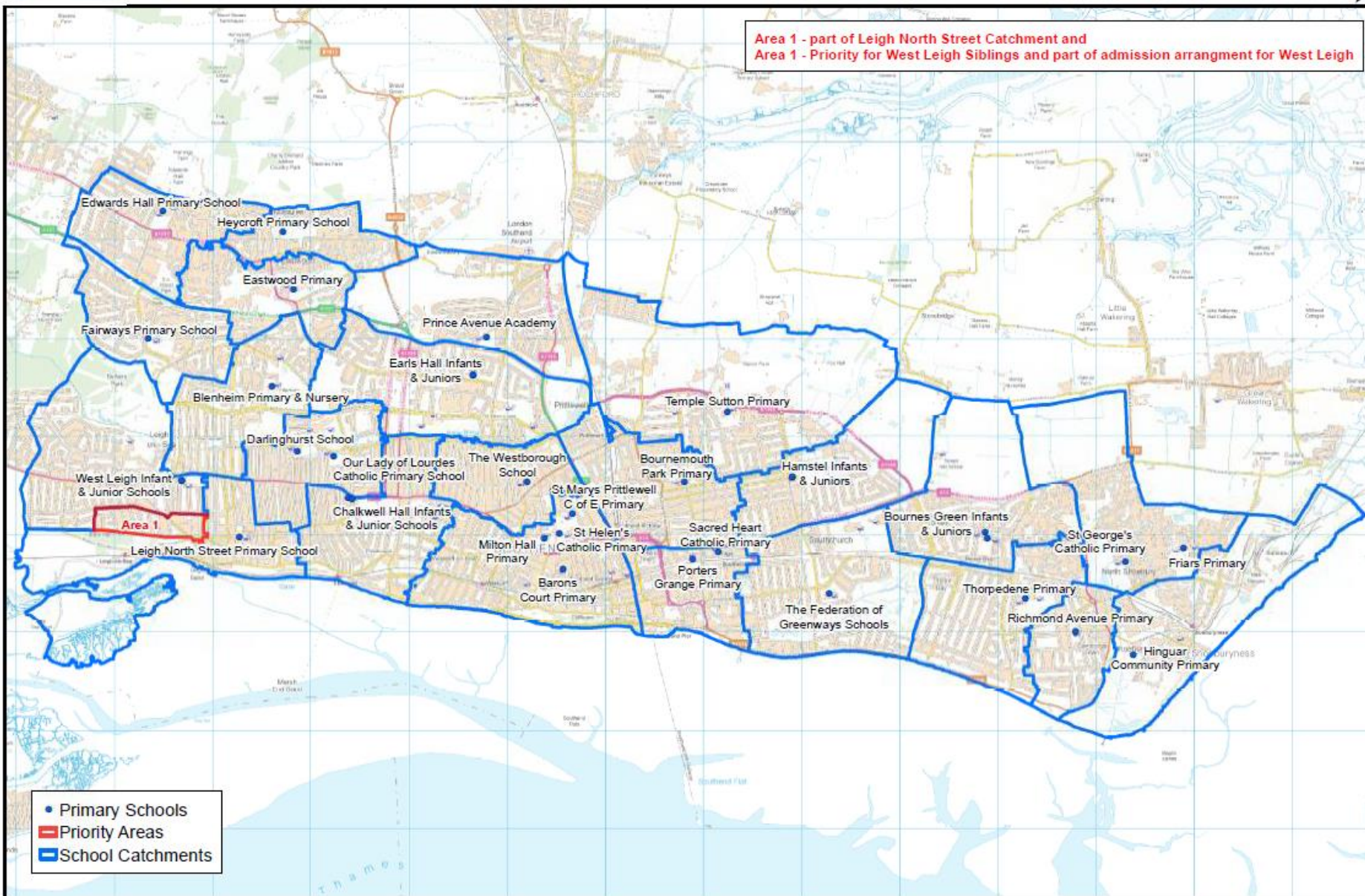


45

Recommended Model for Consultation



Map showing all Primary School with Catchment Areas, Primary Voluntary Aided Faith Schools and proposed catchment areas to be changed from September 2019



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Appendix 3

ePetition details

Consultation on Primary School Admissions

- [View ePetition responses](#)
- [Browse all current ePetitions](#)

We the undersigned petition the council to recognise that the Primary School Admission Pre-Consultation is flawed and to revise their plans to resolve all the issues listed below:

The pre-consultation is:

1. flawed, with conclusions being reached that are not supported by the underlying data.
2. unsafe, forcing many additional 4-5 year olds to cross arterial roads, every day.
3. worsens traffic with fewer parents able to walk to school and more parents having to drop off/ collect children by car, in turn increasing congestion, pollution, parking shortages, and reducing footfall in our independent shops/ high street.
4. unfairly penalises homeowners. A 2017 study, by the Department of Education indicated house prices are 8% higher if they are close to the best-performing primary schools.
5. Limited in choice with only two models presented, neither of which considers extending existing schools as an option, despite David Amess offering to support this.

Started by: Cate Willoughby

On reaching 1500 signatures a full council debate will be held.

This ePetition ran from 03/08/2017 to 22/09/2017 and has now finished.

231 people signed this ePetition.

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	A	D	E	F	G
1	Last update - 29th September 2017 (based upon proposed changes to Catchment areas for Admissions 2019 onwards)				
2	Look up postcode and road name list - catchment areas				
3	If your road name / postcode is not identified in the list, there is no proposed change to your catchment area				
4	To be read in conjunction with Southend-on-sea Primary and the Secondary Admission Booklets, the in-year admissions booklets, the School				
5	Admissions Code 2014 and the SBC Determined arrangements.				
6	Queries and confirmation to be directed to The School Admissions Team, Southend-on-Sea Borough Council on admissions@southend.gov.uk				
7	Tel: 01702 212 934				
8	Readers are reminded that school places are not guaranteed and parents have to follow the admissions process as outlined in the admissions booklets.				
9	If an address is out of the Borough boundaries of Southend-on-sea it will not fall under any Southend Borough Council school catchment area/s.				

	Postcode	Road Name	Infant, Junior and Primary schools for this street and postcode (faith Schools - please refer to admission booklets or schooladmissions policy)	Formal Consultation Area Moving to - Model Area	
10					
11	SS9 4DG	Arterial Road 82-120 (128-130 Oakwood Court Flat	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
12	SS9 4DA	Arterial Road 8-76	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
13	SS9 4LA	Briarwood Drive (1-33 & 2-26)	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
14	SS9 4NB	Eastwood Road North (125-145)	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
15	SS9 4BX	Eastwood Road North (13-59) St Peters Catholic Ch	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
16	SS9 4BS	Eastwood Road North (95-115)	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
17	SS9 4DB	Falcon Close	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
18	SS9 4JU	Oakwood Avenue	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
19	SS9 4JX	Oakwood Avenue	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
20	SS9 4LW	Orchard Mead (off Eastwood Road North)	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
21	SS9 4DD	Prioryview Road	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
22	SS9 4BP	Priorywood Drive	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
23	SS9 4BU	Priorywood Drive	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
24	SS9 4BF	Priorywood Drive, 1-12 Priory Mews	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
25	SS9 4DP	Priorywood Drive, Furzefield	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
26	SS9 4JY	Shirley Road	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
27	SS9 4LH	Shirley Road (1-8 Shirley Lodge)	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
28	SS9 4JZ	Shirley Road (Ruby Court)	Blenheim Primary School & Children's Centre	Five	Eastwood Primary
29	SS0 0HA	Bridgwater Drive (233-329) (new development 311 &	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
30	SS0 0HJ	Cheddar Avenue	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
31	SS0 0HQ	Dunster Avenue	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
32	SS0 0BF	Elms Court, Westcliff (1-16)	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
33	SS0 0HH	Martock Avenue	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
34	SS0 0HE	Mendip Crescent	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
35	SS0 0HG	Mendip Crescent	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
36	SS0 0HL	Mendip Crescent	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
37	SS0 0HN	Mendip Crescent	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
38	SS0 0HF	Mendip Crescent - The Mendips	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
39	SS0 0HD	Mendip Road	Blenheim Primary School & Children's Centre	Six	Eastwood Primary

	A	D	E	F	G
40	SS0 0EX	Prince Avenue 592-642	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
41	SS0 0EY	Prince Avenue 648-674	Blenheim Primary School & Children's Centre	Six	Eastwood Primary
42	SS9 1NQ	Cliffsea Grove (Evens)	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
43	SS9 1NG	Cliffsea Grove (Odds)	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
44	SS9 1NB	Dundonald Drive 14-96	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
45	SS9 1NA	Dundonald Drive 7-97	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
46	SS9 3NH	London Road (806-846 Evens)	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
47	SS9 3NQ	London Road (850-882 Evens)	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
48	SS9 3NG	London Road (894-912 Evens)	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
49	SS9 1NE	Lord Roberts Avenue (Evens)	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
50	SS9 1ND	Lord Roberts Avenue (Odds)	Chalkwell Hall Infant & Chalkwell Hall Junior Schools	Three	Darlinghurst Primary
51	SS9 3BQ	Blenheim Chase 44-48	Fairways Primary School	Four	Blenheim Primary
52	SS9 3BZ	Blenheim Chase 5-61	Fairways Primary School	Four	Blenheim Primary
53	SS9 3BH	Blenheim Chase 60-96	Fairways Primary School	Four	Blenheim Primary
54	SS9 3BY	Blenheim Chase 63-121	Fairways Primary School	Four	Blenheim Primary
55	SS9 3DA	Blenheim Chase 6-34	Fairways Primary School	Four	Blenheim Primary
56	SS9 4HT	Flemming Crescent (110-122 evens, 127-155 odds)	Fairways Primary School	Four	Blenheim Primary
57	SS9 4HR	Flemming Crescent (3-125 odds)	Fairways Primary School	Four	Blenheim Primary
58	SS9 4HS	Flemming Crescent (6-104 evens)	Fairways Primary School	Four	Blenheim Primary
59	SS9 4JE	Rayleigh Drive	Fairways Primary School	Four	Blenheim Primary
60	SS9 4JF	Rayleigh Drive	Fairways Primary School	Four	Blenheim Primary
61	SS9 3AE	Tudor Gardens, Leigh	Fairways Primary School	Four	Blenheim Primary
62	SS9 3AF	Tudor Gardens, Leigh	Fairways Primary School	Four	Blenheim Primary
63	SS9 4JA	Woodleigh Avenue	Fairways Primary School	Four	Blenheim Primary
64	SS9 4JB	Woodleigh Avenue	Fairways Primary School	Four	Blenheim Primary
65	SS9 1NR	Chalkwell Park Drive (Porchester Court)	Leigh North Street Primary School	Two	Darlinghurst Primary
66	SS9 1NH	Chalkwell Park Drive 27-133	Leigh North Street Primary School	Two	Darlinghurst Primary
67	SS9 1NJ	Chalkwell Park Drive 2-84	Leigh North Street Primary School	Two	Darlinghurst Primary
68	SS9 1NL	Chalkwell Park Drive Newbury Ct	Leigh North Street Primary School	Two	Darlinghurst Primary
69	SS9 1QY	Leigh Hall Road (111-145 & 128-150)	Leigh North Street Primary School	Two	Darlinghurst Primary
70	SS9 1QZ	Leigh Hall Road (51-109 & 56-126)	Leigh North Street Primary School	Two	Darlinghurst Primary
71	SS9 1PU	Leigham Court Drive 32-144 evens	Leigh North Street Primary School	Two	Darlinghurst Primary
72	SS9 1PT	Leigham Court Drive 33-127 odds	Leigh North Street Primary School	Two	Darlinghurst Primary
73	SS9 1PY	Leighton Avenue (112-160)	Leigh North Street Primary School	Two	Darlinghurst Primary
74	SS9 1PX	Leighton Avenue (141-191)	Leigh North Street Primary School	Two	Darlinghurst Primary
75	SS9 1QA	Leighton Avenue (54-110)	Leigh North Street Primary School	Two	Darlinghurst Primary
76	SS9 1PZ	Leighton Avenue (79-137)	Leigh North Street Primary School	Two	Darlinghurst Primary
77	SS9 3NG	London Road (914-932 Evens)	Leigh North Street Primary School	Two	Darlinghurst Primary
78	SS9 3NF	London Road (938a-984 Evens)	Leigh North Street Primary School	Two	Darlinghurst Primary
79	SS9 3NE	London Road (986-1026 Evens)	Leigh North Street Primary School	Two	Darlinghurst Primary
80	SS9 1NN	Marguerite Drive	Leigh North Street Primary School	Two	Darlinghurst Primary
81	SS9 1NW	Marguerite Drive	Leigh North Street Primary School	Two	Darlinghurst Primary
82	SS9 1RR	Oakleigh Park Drive	Leigh North Street Primary School	Two	Darlinghurst Primary
83	SS9 1RS	Oakleigh Park Drive	Leigh North Street Primary School	Two	Darlinghurst Primary
84	SS9 1RT	Oakleigh Park Drive	Leigh North Street Primary School	Two	Darlinghurst Primary

	A	D	E	F	G
85	SS9 1RU	Oakleigh Park Drive	Leigh North Street Primary School	Two	Darlinghurst Primary
86	SS9 2JU	Burnham Road 5-33, 4-42	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
87	SS9 2NN	Canvey Road 1-31, 2-44	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
88	SS9 2HT	Grange Road (33-49, 54-98, Grange Works)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
89	SS9 2HS	Grange Road (5-25a, 6-52)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
90	SS9 2LZ	Hadleigh Road, Leigh (54-114)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
91	SS9 2LY	Hadleigh Road, Leigh (93-125 The Gables)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
92	SS9 2LU	Hadleigh Road, Leigh (Grantham Lodge)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
93	SS9 2NR	Hamboro Gardens	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
94	SS9 2NJ	Harley Street	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
95	SS9 2NH	Herschell Road	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
96	SS9 2HU	Leighville Grove	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
97	SS9 2HX	Leighville Grove	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
98	SS9 2RJ	Marine Parade, Leigh (102-110)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
99	SS9 2NA	Marine Parade, Leigh (1-29)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
100	SS9 2NB	Marine Parade, Leigh (33-49)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
101	SS9 2NQ	Marine Parade, Leigh (53-71)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
102	SS9 2NL	Marine Parade, Leigh (77-97) inc Lower Cliff House	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
103	SS9 2NW	Ray Close	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
104	SS9 2NP	Ray Walk	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
105	SS9 2HL	Rectory Grove (88-126,130,132130)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
106	SS9 2HW	Rectory Grove (91-117)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
107	SS9 2JX	Salisbury Road	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
108	SS9 2JL	Salisbury Road (Oak Lodge)	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
109	SS9 2NE	Theobalds Road	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
110	SS9 2ND	Theobalds Road - Theobalds Court	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
111	SS9 2NF	Vernon Road	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street
112	SS9 2NG	Vernon Road 8-54	West Leigh Infant School & West Leigh Junior Schools	One	Leigh North Street

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Southend on Sea Borough Council - Equality Analysis

1. Background Information

1.1 Name of Process: Primary Catchment & Admission Arrangements Review for Admission to Reception in September 2019

1.2 Department: The Department of People

1.3 Service Area: Access and Inclusion

1.4 Date Equality Analysis undertaken: 18th May 2017 on going

1.5 Names and roles of staff carrying out the Equality Analysis:

Name	Role	Service Area
Catherine Braun	Group Manager – Access and Inclusion	Access and Inclusion
June Edwards	School Development Manager	School Development
Chrissy Papas	Pupil Access Manager	Pupil Access

1.6 What are the aims or purpose of the policy, service function or restructure that is subject to the EA?

Phase 1: To consult with residents of the Leigh, Chalkwell and Eastwood areas on possible changes to the primary admission arrangements including catchment boundaries in the west of the borough for September 2019, via a 'Listening and Engagement' exercise between 22nd July and 22nd September 2017.

Phase 2: To formally consult with residents of the Leigh, Chalkwell and Eastwood areas on proposed changes to the primary admission arrangements including catchment boundaries in the west of the borough for September 2019, via a formal consultation between November 2017 and December 2017.

This is due to:-

- Parental demand for Primary places within the Leigh Schools has grown over the last five years and three of the schools are finding it difficult to accommodate all their catchment resident applicants year on year. Pupil numbers expected for the 2019 admissions round are expected to increase this problem.

- To remove this issue a change is needed in either the way places are allocated or by adjusting the size of the geographic catchment areas. This need has been reinforced by comments from the Office of the School Adjudicator who stated at a regional meeting of admissions officers that, 'where admission authorities use catchment areas all residents should have a reasonable expectation of gaining a place in their catchment school'.

AND ALSO

- To formally consult across the whole borough on admission arrangements for Southend Community Schools for September 2019. The admissions code required Local Authorities to consult on their admission arrangements at least once every 7 years. The 2019 arrangements would be 6 years since the last consultation. If a consultation does not happen this year for 2019 arrangements, the local authority MUST consult for the following years arrangements (2020).

1.7 What are the main activities relating to the policy, service function or restructure?

Consulting with

- Community Primary schools & affected Own Admission Authorities – Consultations began in January 2017. It should be noted that the Council will determine for the community schools, but Academy and Foundation schools are their own admission authorities and will make their own determinations. It is therefore important that all schools agree the suggestions and end results. Schools and academies will continue to be updated by community responses and consulted until a final model is agreed.
- Elected Councillors – reports to Cabinet and Scrutiny have been processed in June 2017. A Councillors briefing was held on the 1st August 2017. A special cabinet meeting will be held in October to consider final proposals for formal consultation.
- Parents and Local residents –

Phase 1 - 'Listening and Engagement' exercise with parents and residents between 22nd July and 22nd September 2017 regarding two suggested options and asking for opinions on these and also any alternative /suggestions/ideas

Phase 2 - Formal six week consultation on one option to run between November 2017 and December 2017.

The Pre-Engagement Phase regards suggestions to adjust admission arrangements from September 2019 to remove where possible over

subscription at the Leigh Cluster Schools. The Council has put forward two suggestions to solve this:-

- Model A – a redrawing of catchment boundaries
- Model B – a withdrawal of catchment boundaries to give a shared catchment area of four schools (West Leigh, North Street, Chalkwell Hall and Darlinghurst) with all applications measured on distance.
- Model C onwards – the public were asked to submit ideas/suggested alternatives to the Council's two ideas.

Phase 2 will cover a full statutory consultation with all stake holders based on one Model as agreed by Schools Admission Forum, Cabinet, Scrutiny Committee and Full Council if debated in this forum.

2. Evidence Base

2.1 Please list sources of information, data, results of consultation exercises that could or will inform the EA.

Source of information	Reason for using (eg. likely impact on a particular group).
Interactive Sessions held in August and September	These were held to listen to, and talk directly to, the stakeholders that will be directly affected by the suggestions, as well as allow time and space for people to suggest their own solutions.
Online, e-mail and paper feedback via published questionnaire	To allow as wider format as possible for stakeholders to reply to the proposals
Southend Insights	To allow an understanding of the demographics of the areas of the borough that the consultation is targeting.

Please Note: reports/data/evidence can be added as appendices to the EA.

2.2 Note: Useful sources of data/information include:

- Southend Insights: Providing key information, data and intelligence about Southend residents. It also acts as Southend's Joint Strategic Needs Assessment (JSNA).
- Results of consultation and engagement activities such as surveys that will help you understand the needs or experiences of different groups. This could be done by:
 - Analysing the demographic (equality monitoring) data
 - Consultation activities with specific groups such as staff forums (OUTreach, BAME and Disability Forms).
 - Refer to the Consultation Portal for details of public and staff consultations carried out by the Council.

- Customer feedback surveys:
- Mosaic: Providing a wide range of household and individual geographic and demographic data from a range of governmental and commercial sources;
- Govmetric: measurement of customer satisfaction:
- Equality & Human Rights Commission
- Disability Rights
- Stonewall

2.3 Identify any gaps in the information and understanding of the impact of your policy, service function or restructure. Indicate in your action plan (para 5) whether you have identified ways of filling these gaps.

An on-going analysis of the attendance at the planned workshops, open day and both paper and online returns, along with e-mail feedback will allow the consultation scope to be adjusted as needed. Feedback from phase 2 of the consultation will be monitored to gauge the perceived impact of the final option being taken forward in Phase 2.

3.0 Analysis

3.1 An analysis and interpretation of the impact of the policy, service function or restructure should be undertaken, with the impact for each of the groups with '*protected characteristics*' and the source of that evidence also set out against those findings.

3.2 'Protected Groups (also known as groups with 'Protected Characteristics'):

The Equality Act 2010 introduced the term '**protected characteristics**' to refer to groups that are protected under the Act. These groups are: age, disability, gender reassignment, marriage and civil partnerships, maternity/pregnancy, race, religion and belief, sex, sexual orientation.

3.3 In addition, the Council has identified the need to assess the impact of a policy, service function or restructure on carers, looked after children (as part of the age characteristic) as well as the socioeconomic impact of different groups, such as employment classifications.

Note: Summary socio economic classifications include:

- Occupational socio-economic classification (simple)
- ONS socio economic classifications (more detailed)

3.4 Initial assessment of a perceived impact of the policy, service function or restructure. The impact can be positive or negative (or in some circumstances both), none or unclear:

	Impact - Please tick				
	Yes			No	Unclear
	Positive	Negative	Neutral		
Age (including looked after children)	X	x			
Disability	x	x			
Gender Reassignment				x	
Marriage and Civil Partnerships				x	
Maternity/Pregnancy				x	
Race					x
Religion and Belief				x	
Sex				x	
Sexual Orientation				x	
Carers	x	x			
Socio-economic	x	x		x	

3.5 Where an impact has been identified above, outline what the impact of the policy, service function or restructure on members of the groups with protected characteristics below:

Age (including looked after children)

Positive - This consultation is open to all age ranges of parent/carers and local residents that live and attend schools in the western side of the borough. To ensure that a full spectrum is reached the questionnaire includes a request for information on the number of children in the family along with their age.

Negative - The end results of this consultation process will affect those children who do not have a school place before September 2019 most (under-fives) and it is important that this parent/carer group are reached. Failure to reach this group could lead to low feedback levels.

The purpose of the changes to be consulted on are to improve the chances that school age children are offered a place within their catchment/local area.

Looked after Children are not affected by any changes to catchment as these children are the top priority criteria for primary and secondary schools admissions as required by the statutory code

Disability

Negative – those consulted may be at a disadvantage if they are not able to access the consultation information or make a response.

Changes to catchment boundaries could lead to great travel distances for some residents. This could impact on residents who are physically disabled.

Positive - Information is being provided in various formats, on request, so that persons with a disability are able to access and respond. The venue for phase 1 listening and engagement sessions was selected to ensure there is wheelchair access.

Race

Language may cause a barrier to understanding the consultation for those residents for whom English is not their first language. Translation services are available on request.

Carers

Positive - This consultation is open to all age ranges of parent/carers and local residents. To ensure that a full spectrum is reached the questionnaire includes a request for information on the number of children in the family along with their age.

Negative - The end results of this consultation process will affect those children who do not have a school place before September 2019 most (under-fives) and it is important that this parent/carer group are reached. Failure to reach this group could lead to low feedback levels.

Socio-Economic

House prices could be affected by any catchment reductions in the West Leigh area and whilst this cannot be taken into account by any decision makers at the end of a consultation, it could affect local resident's views.

An understanding of the effect on deprivation areas within the suggested areas 1-7 of model A needs to be taken into account to ensure that schools are serving a wide range of the population to give support to social mobility.

It was noted from Phase 1 that a high proportion of the responses were returned from the higher income socio-economic group from within the Leigh area and as such further work is needed to engage those residents from across the whole area.

4. Community Impact**4.1 You may also need to undertake an analysis of the potential direct or indirect impact on the wider community when introducing a new/revised policy, service function or restructure.**

This consultation will affect several communities of various socio-economic groups. The consultation itself has an equal spread and access to/by all groups.

The overall expected community impact of this process will be to improve the chances of parents obtaining a school place for their child in the catchment area where they live.

The negative impact is expected to be that parents and children will find themselves living in a catchment area for a different school than before. This may cause distress even though they may not have had a chance of securing a place under the previous catchment boundaries due to distance.

The area of Leigh and Darlington catchment areas are dissected by the A13 London Road that is considered a geographical boundary by some residents.

Similarly, the area of Blenheim and Eastwood Primary catchment areas are dissected by the A127 that is also considered a geographical boundary by some residents.

Under the suggested model being taken forward for decision to formally consult on the current catchment boundaries, community perception may lead to negative feedback from the consultation and seen as splitting communities.

This consultation will affect several communities of various socio-economic groups. The perception, especially for the lower density areas that contain a higher percentage of detached properties south of the London Road, is that what is being proposed could divide them by moving neighbouring streets to a different primary school catchment.

Changes to catchments could affect house prices of the wider community within the West Leigh area as it is regularly used as a 'selling point' by estate agents.

5. Equality Analysis Action Plan

5.1 What actions have you considered/taken to mitigate unlawful prohibited conduct or unwanted adverse impact, or to promote improved equality of opportunity or good relations?

Considerations

- Assisting those where English is not their first language to access the consultation information and make a response by providing the information in a variety of languages common in the Borough
- Assisting those with a disability in accessing and responding to the consultation information by providing information in a suitable format and providing and advocate where necessary
- Detailed assessment of Pupil Premium data to ensure no single area is being affected over and above other areas and that a wide spread of demographics across all catchments is maintained (where possible).

- 5.2 Set out what action will be taken to ensure
- A full analysis of the impact of the policy, service function or restructure is undertaken and/or
 - What action will be taken to mitigate/address identified negative impacts

Action to be taken to mitigate negative impacts

Planned action	Objective	Who	When	How will this be monitored (eg via team/service plan)
Provide information in a variety of languages common in the Borough	To assist those where English is not their first language to access the consultation information and make a response	All	As requested	Monitor number of requests and languages
Provide information in a suitable format for people with a disability	To assist those with a disability in accessing and responding to the consultation information	All	As requested	Monitor number of requests and languages
Reaching parents of under fives	Ensure the group that will see the biggest impact are contacted	All	By Post individually if details can be obtained	Monitor number of responses received from parent/carers of this age range
Re-align suggested catchment changes to ensure even impact		June Edwards	After full assessment of Pupil Premium Information	Service Plan Assessment

5.3 How will the action plan be monitored?

Through regular review meetings

Signed: Catherine Braun, Group Manager Access and Inclusion

Head of Service: Brin Martin, Director for Learning