



Office of
the Schools
Adjudicator

**Template for
Local Authority Report
to
The Schools Adjudicator
from**

**City of York Local Authority
to be provided by
31 October 2025**

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**Please email your completed report to: [Office of the Schools Adjudicator](#) by
31 October 2025 and earlier if possible**

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Introduction

1. Section 88P of the School Standards and Framework Act 1998 (the Act) requires every local authority to make an annual report to the adjudicator. The Chief Adjudicator then includes a summary of these reports in the annual report to the Secretary of State for Education. The School Admissions Code (the Code) sets out the requirements for reports by local authorities in paragraph 6. Paragraph 3.30 specifies what must be included as a minimum in the report to the adjudicator and makes provision for the local authority to include any other matters. Paragraphs 6 and 3.30 of the Code require that each local authority publish its report locally.
2. **This year's report must cover the 2024/2025 academic year and be submitted to the Office of the Schools Adjudicator (OSA) by 31 October 2025.**
3. Please note that, in response to feedback on the previous template and in the light of consultation with a group of local authorities, changes have been made to various sections of this year's template.

Guidance on completing the template

4. We have included all the guidance on completing specific parts of the template in this section. There is no requirement for local authorities to include the introduction and the guidance in their published reports, but they are free to do so if they wish.
5. We should be grateful if in completing questions which ask for information about primary and secondary schools and/or pupils, local authorities would follow the approach to classification of schools used in statutory provisions and in the Department for Education Statistical First Release¹ and the Education Middle School (England) Regulations 2002².
6. The Code sets out some minimum requirements on the contents of each local authority report stating that each must cover as a minimum "information about how admission arrangements in the area of the local authority serve the interests of looked after children and previously looked after children, children with disabilities and children with special educational needs, including any details of where problems have arisen."
7. The Department for Education's aim through the annual reports from local authorities is to understand how well the admissions system is working nationally, rather than to hold individual local authorities to account. By understanding the effectiveness of the system, including outcomes, the Department hopes to identify areas where the admissions system is working well and areas where it could be improved. With that in mind, when the template asks, "how well does the admission system serve the needs of

¹ [Department for Education Statistical First Release](#)

² [The Education Middle School \(England\) Regulations 2002](#)

children,” the Department appreciates that it is asking local authorities to make a subjective judgement, in the understanding that everyone’s experience with the admission system will be different. The Department encourages local authorities in responding to the open questions and spaces for open comments to set out challenges that are proving difficult to overcome.

8. Guidance on specific questions and/or meaning of specific terms in this report:

- a. “in-year admissions”: This means admissions (that is children admitted to a school and not applications for places):
 - i. to a year group which is not a normal point of entry for the school concerned (for example to Year 2 for a five to eleven primary school); and
 - ii. after the end of the statutory waiting list period (31 December) to a year group which is a normal year of admission for the schools concerned (such as Year R and Year 7).
- b. Not applicable means that there were no children falling within the relevant definition.

9. We welcome all comments that local authorities make in the comment boxes and we aim to reflect those comments in the Annual Report, but we ask for the comments to be entered under the right headings. Section 3 invites comment on any other matters not specifically addressed in this template if local authorities wish to do so. The views expressed in previous years also remain a matter of public record.

10. We ask that where possible, you return the template in Word instead of PDF formatting. A number of you have commented on the formatting of the template and we have tried to make it as accessible as possible, but we are aware that some local authorities use different versions of Word.

11. Where questions request a comparison with the previous year, any new local authorities formed as a result of reorganisation should note this on the form.

Information requested

Section 1 - Normal points of admission

A. Co-ordination

Which of the following best describes the level of challenge for your **main admissions round in 24/25 compared to 23/24?**

Year Group	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Reception			x		
Year 7				x	
Other relevant years of entry				x	

Please give examples to illustrate your answer if you wish:

Due to Year 7 PAN changes and changes in parental preference we had greater pressure with the Year 7 school place allocation. This also resulted in very few places being available on National Offer Day for pupil applications after places were allocated.

B. Looked after and previously looked after children

- i. How well does the admissions system in your local authority area serve the interests of looked after children at **normal points of admission**?
☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable
- ii. How well do the admissions systems in other local authority areas serve the interests of children looked after by your local authority at **normal points of admission**?
☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable
- iii. How well does your admissions system serve the interests of children who are looked after by other local authorities but educated in your area at **normal points of admission**?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- iv. How well does the admissions system in your local authority area serve the interests of previously looked after children at **normal points of admission**?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

v. If you wish, please give examples of any good or poor practice or difficulties which exemplify your answers about the admission to schools of looked after and previously looked after children at **normal points of admission**:

The school admissions team work closely with the virtual school and children's social care to ensure that all children in care, and previously in care are allocated appropriate schools consistently at normal points of admission.

C. Special educational needs and/or disabilities

- i. How well served are children with special educational needs and/or disabilities who **have** an education, health and care plan that names a school at **normal points of admission**?

☐ Not at all ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

Please provide any comments you wish to make on the admission of children with special educational needs and/or disabilities at normal points of admission:

The number of children receiving SEN support continues to rise each year, alongside a year-on-year increase in the number of children and young people (CYP) with Education, Health and Care (EHC) plans. More children with special educational needs and disabilities (SEND) are being educated in mainstream primary and secondary schools. At the normal point of admission, schools are routinely consulted prior to placements, and overall, this process remains effective in supporting appropriate placements in line with the Children and Families Act. Any disagreement over placement is managed between the SEN team and the setting generally without the need to go to a direction. Increased demand for specialist provision particularly at primary/secondary transition.

Section 2 - In-year admissions

A. Which of the following best describes the overall level of challenge for your in-year admissions in 24/25 compared to 23/24?

Phase	Much less challenging	Less challenging	No change	More challenging	Much more challenging
Primary			X		
Secondary			X		

If you wish, please explain the factors that have changed the level of challenge for your in-year admissions:

In Year pupil pressures have continued to be evident across the city as a whole but also in certain localities. The main pupil pressures are as a result movements into the city from out of the area and abroad who require school places and also families moving areas within York.

There have also been changes in school organisation and changes to school admission numbers (not PAN) which impacts on school place sufficiency, this is a particular pressure in classes with infant class size limits.

Schools are unable to afford to create additional classes for so few potential pupils. The pressures of in year places also increases the number of application refusals and the cost of school appeals where parent preferences are refused and impacts on parental choice.

B. Looked after children and previously looked after children

- i. How well does the **in-year admission** system serve children who are looked after by your local authority and who are being educated in your area?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- ii. How well does the **in-year admission** systems in other local authority areas serve the interests of your looked after children?

☐ Not at all ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

- iii. How well does the **in-year admission** system serve the interests of children who are looked after by other local authorities but educated in your area?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

- iv. How well does your **in-year admission** system serve the interests of previously looked after children?

☐ Not at all ☐ Not well ☐ Well ☒ Very well ☐ Not applicable

v. If you wish, please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for looked after and previously looked after children:

Children in care and previously looked after are given highest priority for in-year admissions by both the virtual school and school admissions team. There are good communication systems in place to ensure that these applications are prioritised without delay.

C. Children with special educational needs and/or disabilities

- i. How well served are children with special educational needs and/or disabilities who **have** an education, health and care plan that names a school when they need to be **admitted in-year**?

☐ Not at all well ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

- ii. How well served are children with special educational needs and/or disabilities who **do not have** an education, health and care plan when they need to be **admitted in-year**?

☐ Not at all well ☐ Not well ☒ Well ☐ Very well ☐ Do not know

iii. Please give examples of any good or poor practice or difficulties which support or exemplify your answers about **in-year admissions** for children with special educational needs and/or disabilities:

At the normal point of admission, the process remains effective in supporting appropriate placements in line with the Children and Families Act. Any disagreement over placement is managed between the SEN team and the setting generally without the need to go to a direction.

D. Fair access protocol

What proportion of the state-funded mainstream schools in your area have said that they agree to the local authority fair access protocol?

Primary

- Between 0% and 49% ☐
- Between 50% and 74% ☐
- Between 75% and 89% ☐
- Between 90% and 99% ☐
- 100% ☒

Secondary

- Between 0% and 49% ☐
- Between 50% and 74% ☐
- Between 75% and 89% ☐
- Between 90% and 99% ☐
- 100% ☒

If you have below 75% for either phase, please explain why:

- i. How many children were admitted to schools in your area under the fair access protocol between 1 August 2024 and 31 July 2025?

Type of school	Number of Primary aged children admitted	Number of Secondary aged children admitted
Community and voluntary controlled	61	28
Foundation, voluntary aided and academies	118	115
Total	179	143

- ii. If you have seen a change in the number of children referred to your Fair Access Protocol between 1 August 2024 and 31 July 2025 compared to the previous academic year please indicate what you consider the key reasons for this change to be?

The key reason for the increase in FAM admissions is the Fair Access Protocol being used to provide school places within the city for those who do not have a current school place or where their school place is no longer a reasonable distance.

iii. How well do you consider children referred to the Fair Access Protocol are served in in your area?

☐ Not at all well ☐ Not well ☒ Well ☐ Very well ☐ Not applicable

iv. Please provide any comments you wish on the protocol not covered above:

E. Directions to maintained schools to admit children³

How many directions did the local authority make between 1 August 2024 and 31 July 2025 to maintained schools for which the local authority is not the admission authority to admit children (including children looked after by the local authority but resident in another area)?

Total number of children	Of which, looked after	Of which, not looked after
	0	0

F. Other points on in-year admissions

i. For the schools for which the local authority co-ordinates in-year applications, in the year between 1 Aug 2024 and 31 July 2025 did you receive

- ☐ Significantly fewer applications than last year
☐ slightly fewer applications than last year
☐ about the same
☒ slightly more than last year
☐ significantly more than last year

³ It is important that only Directions to maintained schools are included here. Numbers of Directions to academies are already held by the Department.

- ii. For what proportion of **primary** schools in your area did the local authority co-ordinate in-year admissions during the 2024/2025 academic year

Between 0% and 24% ☐

Between 25% and 49% ☐

Between 50% and 74% ☐

Between 75% and 100% ☒

- iii. For what proportion of **secondary** schools in your area did the local authority co-ordinate in-year admissions during the 2024/2025 academic year

Between 0% and 24% ☐

Between 25% and 49% ☐

Between 50% and 74% ☐

Between 75% and 100% ☒

- iv. If you wish, please provide any comments about how **well in-year admissions** works for children who are **not** looked after or previously looked after and/or do **not** have SEND:

We continue to have pupil pressures within the city as a whole in some year groups and in certain areas. This is mainly as a result of schools changing their school organisation and admission number, which is particularly challenging where infant class size limits apply.

We also experience pupil pressures as a result of the York Contingency Hotel and families moving into York from out of area and abroad.

We continue to use Section B of our FAM process to place children for whom we cannot place in a school through mainstream admissions who either do not have an offer in the city or the current offer is no longer a reasonable distance.

- v. If you wish, please provide any other comments on the admission of children **in-year** not previously raised (you may wish to include here any comments about cases where it has not proved possible to find places for children):

All children have been provided with school places but pressures include –

Increased demand for specialist provision particularly at primary/secondary transition.

The pressure of families moving into York is difficult to manage at times and in certain areas of the city. We do utilise the Fair Access Protocol where necessary to

ensure school places are allocated within a reasonable distance and within Code deadlines

Section 3 - Other matters

Are there any other matters that the local authority would like to raise that have not been covered by the questions above?

With applications for children who are new to the UK we are seeing more requests for out of cohort school places which is complex to both plan for and manage. We also receive a number of defer requests for Summer Born children which are always accepted as the family have the right to make the request.

Section 4 - Feedback

We would be grateful if you could provide any feedback on completing this report to inform our practice for 2026.

The template is suitable for purpose and can be populated appropriately

Thank you for completing this template.

Please return to [Office of the Schools Adjudicator](#) by 31 October 2025