

## **202X STATEMENT OF CASE**

---

### **WHERE INFANT CLASS SIZE LEGISLATION APPLIES FOR RECEPTION, YEAR 1 AND YEAR 2**

XXXX Primary School is a Community School.

The published admission number for Reception to Year 6 in September 2020 / 2021 is 60.

The school received 295 applications for the 60 available Reception places for September 2020 as outlined below:

Preference	-1	81
Preference	-2	78
Preference	-3	52
Preference	-4	47
Preference	-5	37

#### **Reason for Refusal:**

The Local Authority's admissions policy for 2020/21 was referred to the School Adjudicator who made a determination on 16th August 2019 requiring the policy to be revised under case Reference ADA3554 and ADA3555. The revisions have been made by the Local Authority to comply with the determination. The decision can be read here: <https://www.gov.uk/government/publications/carr-manor-primary-school>

Following your application, the Local Authority was unable to offer your child a place because places were offered to pupils who qualified for a place under a higher priority in the Local Authority's admissions policy 2020/21 (attached – with maps and supplementary information forms removed) the full version and maps can be read here <https://www.leeds.gov.uk/residents/children-families-and-carers/schools-and-learning/school-places/admissions-primary-schools>

#### **INFANT CLASS SIZE LEGISLATION**

**Government legislation under the School Standards and Framework Act 1998 limits the size of an infant class (a class in which the majority of children will reach the age of 5, 6 or 7 during the school year - this means Reception, Year 1 and Year 2) to 30 pupils per class teacher. Only in the following very limited circumstances can admission over the limit be permitted.**

**An Appeal Panel can only grant your appeal in the following circumstances:**

- a) **it finds that the admission of additional children would not breach the infant class size limit;**
- b) **it finds that the admission arrangements did not comply with admissions law or were not correctly and impartially applied and your child would have been offered a place if the arrangements had complied or had been correctly and impartially applied; or**
- c) **it decides that the decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.**

**If none of the above can be proven then an appeal will not be successful.**

## **EXCEPTIONS TO INFANT CLASS SIZE LEGISLATION**

The published admission number (PAN) in key stage one is only ever exceeded in the following circumstances set out as 'permitted exceptions' to class size legislation in the Department for Education's (DfE) guidance;

Infant classes (those where the majority of children will reach the age of 5, 6 or 7 during the school year) **must not** contain more than 30 pupils with a single school teacher. Additional children may be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. The excepted children are:

- a) children admitted outside the normal admissions round with statements of special educational needs or Education, Health and Care Plans specifying a school;
- b) looked after children and previously looked after children admitted outside the normal admissions round;
- c) children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;
- d) children admitted after an independent appeals panel upholds an appeal;
- e) children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance;
- f) children of UK service personnel admitted outside the normal admissions round;
- g) children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;
- h) children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

## **Application of the Admissions Policy and Co-ordination Scheme**

The Local Authority admission arrangements are compliant with the School Admissions Code (2014), the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012. The policy also takes into account other legislation such as the Equality Act (2010), the Human Rights Act (1998) and the School Standards and Frameworks Act (1998).

The admission policy gives priority to children for whom XXXX Primary School is their catchment priority school. In 2020 all children for whom XXXX Primary School is the catchment priority school (who applied on-time) were offered a place in the allocations on 16 April 2020. The furthest child offered a place (where XXXX Primary School is not the catchment priority school) lived 0.386 miles away.

The children allocated to the school were given places under the following priorities of the admissions policy:

- Education, Health and Care Plan = 0
- Priority 1a = 0
- Priority 1b = 0
- Priority 2 = 27
- Priority 3 = 0
- Priority 4 = 31
- Priority 5 = 2
- Placements = 0

Estimated numbers on roll in XXXX Primary School in September 2020:

<b>Year Group</b>	<b>Rec</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
<b>Admission Limit</b>	60	60	60	60	60	60	60	<b>420</b>
<b>Number on Roll</b>	60	60	60	60	60	60	61	<b>421</b>
<b>Difference</b>	0	0	0	0	0	0	-1	<b>-1</b>

## CONSIDERATION OF PREJUDICE

*a) what effect an additional admission would have on the school in the current and following academic years as the year group moves through the school;*

For Key Stage 1 Reception, Year 1 and Year 2 are at 60. Allocating places to additional children would break infant class size legislation. For Key Stage 2 admitting children above the published admission number would cause prejudice to the school and children at the school. If the number of pupils on roll were allowed to rise above this limit then more than 30 children would have to be accommodated in one class. Each child would receive less individual attention from the teacher. There would be more marking and preparation for the teacher.' There is no capacity to admit additional children. Admitting additional children puts an incredible strain on the staffing, resources and infrastructure of the school.

54% of our children are from Ethnic Minority groups which is significantly above national levels. (13% Indian, 12% Pakistani, 7% Other Asian) We have 13 different ethnic groups. 27% of our pupils have English as an Additional Language. There are 26 different home languages spoken by our children. This increases the demands on staff because more children require one to one language support. To admit additional children to the classes above the published admission number would cause prejudice to existing children on roll.

Pupil Stability at XXXXX is high compared to the national average which means that a year group with numbers over 30 is likely to stay that way as families tend to stay unless they are moving to another city or country.

*b) whether any changes have been made to the school's physical accommodation or organisation since an admission number was originally set for the relevant year group;*

No changes have been made to the school's physical accommodation or organisation since the admission number was originally set for the relevant year group.

*c) the impact of the locally agreed Fair Access Protocol; the number of pupils taken under the Fair Access Protocol and the impact;*

In academic year 2019/20 the school have admitted 2 pupils through the Fair Access Protocols.

*d) the impact on the organisation and size of classes, the availability of teaching staff, and the effect on children already at the school*

### Reception

There are 60 children allocated.

The number of children with English as an Additional Language (EAL) is yet to be confirmed.

1 Child with Funding for Inclusion (FFI) and an Education, Health and Care Plan (EHCP). Information about SEN / CLA / other needs is yet to be confirmed.

### Year 1

There are 60 children.

23 children with English as an Additional Language (EAL).

1 Child with Funding for Inclusion (FFI) and an Education, Health and Care Plan (EHCP) in process.

3 children with Special Educational Needs (SEN) support.

One child is previously Looked After (CLA).

### Year 2

There are 60 children.

31 children have English as an Additional Language (EAL).

1 child has Special Educational Needs (SEN) support.

### Year 3

There are 60 children.

32 children have English as an Additional Language (EAL).

1 child has an Education, Health and Care Plan (EHCP) with Funding for Inclusion (FFI).

1 child has Special Educational Needs (SEN) support for behavioural needs – a diagnosis of ADHD.

2 pupils are previously Children Looked After (CLA).

### Year 4

There are 60 children.

29 children have English as an Additional Language (EAL).

4 pupils are previously Children Looked After (CLA).

9 children have Special Educational Needs (SEN) support.

1 child has cerebral palsy.

2 children have FFI funding.

## Year 5

There are 60 children.

30 pupils have English as an Additional Language (EAL).

7 pupils have Special Educational Needs (SEN) support.

2 pupils are previously Children Looked After (CLA).

2 pupils have an EHCP and FFI Funding – complex Special Educational Needs and Disability (SEND) including medical, hearing and visual issues.

## Year 6

There are 61 pupils.

29 (49%) of the pupils have English as an Additional Language (EAL).

There are 6 children with SEND and 1 child has an Education, Health and Care Plan (EHCP) and FFI funding (Behaviour).

The Year 5 cohort is one of significant need with a number of very vulnerable pupils.

There are 19 disadvantage pupils / pupil premium which is high.

One pupil has recently been diagnosed with Autism. This pupil struggles academically and with concentration and is, at present, very angry about various situations. This pupil has a behaviour support worker with them and has a heavily adapted timetable. This child presents the school with significant challenges. Regular violent outbursts quite often result in the child or class having to be removed for their safety and the safety of others.

One pupil is deaf and has cochlear implants. This pupil has many gaps in mathematics. A lot of working on building confidence and friendships is required.

One pupil is working 4 years below the Y6 standard and needs lots of extra support and finds it very difficult to access the curriculum.

One pupil has had many medical issues and started to wear a hearing aid in Year 3 to support them.

One pupil is working 3 years below the Y6 standard. This pupil has daily intervention to support them both in mathematics and English.

One pupil struggles to concentrate in the class session and finds it difficult to complete work because of this. This pupil is working below expected standard.

## **Staffing**

There are 17.4 FTE teachers in total. 15 class based teachers (this includes 1 in Nursery) plus 1.4 for leadership/ projects and SEN/ projects plus Headteacher.

## **THE QUALITY OF EDUCATION OFFERED BY THE SCHOOL**

It is very difficult to refuse children places but it is essential to protect the quality of education, in its widest sense, provided by the school, which is why parents want to place their children in the school.

Children, no matter what their age or capability deserve the most effective education that we can provide. Children only get one chance and therefore we have to provide the right climate in which effective education can flourish.

Overcrowded classes and classrooms do not help this process. In fact they actively hinder it by reducing the time teachers are able to spend with individual children meeting the very diverse educational, social, moral, spiritual, cultural, emotional and physical needs of individual children in a mixed ability primary school classroom. Overcrowding puts a strain on the delivery of high standards of achievement, behaviour and pastoral care

The Government has also recognised that 30 children in a class is the maximum for effective teaching and learning to take place by introducing the infant class size regulations in key stage 1.

## **PRESSURE ON STAFF**

Increasing class sizes would mean that teachers are less able to offer individual support and opportunities for children to contribute to class discussions and practical and creative work are more limited.

Overcrowding reduces staff time spent with individual pupils both academically and pastorally, cuts down individual pupil participation in lessons and puts pressure on staff with extra marking, record keeping, resource preparation and report writing

Even one extra pupil would have a serious and detrimental effect on the education being offered. With an increased workload for teaching staff, an additional pupil would mean extra time spent in preparing, marking and assessing work, with less time available to give pupils individual attention as and when they need it.

## **HEALTH AND SAFETY**

As the number of pupils increase, problems occur in areas that cannot be expanded such as corridors, toilets, cloakroom areas, playgrounds, dining areas etc.

Overcrowding in classrooms and communal facilities, such as corridors, cloakrooms, toilets, dining areas and play areas would cause health and safety concerns for the school.

**This statement represents the basis of the Admission Authority's case. Please bring it with you to the appeal hearing.**

<b>Latest consultation on this policy:</b>	<b>22 October to 7 December 2018</b>
<b>Policy determined on:</b>	<b>13 Feb 2019 (Amended 4 October 2019 following the Adjudicators decision)</b>
<b>Policy determined by:</b>	<b>Executive Board</b>

### **Admissions policy for Leeds community and voluntary-controlled schools for entry to Reception (Primary Schools) and Year 3 (Rothwell Victoria Junior School) in September 2020**

The Chief Executive of Leeds City Council makes all offers of a school place for Reception in Community and Voluntary Controlled schools as the admission authority for these schools. Headteachers or school-based staff are not authorised to offer a child a place for Reception for September entry.

The authority to convey the offer of a place has been delegated to schools for places in other year groups and for entry to Reception outside the normal admissions round.

This Leeds City Council Admission Policy (Primary) applies to the Community and Voluntary Controlled schools listed in Annex A where the published admission number (PAN) for the academic year 2020/21 for these schools is also listed.

Children with an Education, Health and Care Plan (EHCP) will be admitted to the school named on their plan.

Where there are fewer applicants than places available, all applicants will be offered a place.

Where there are more applicants than places available, places will be offered in the following order of priority.

#### **Priority 1**

- a) Children in public care or fostered under an arrangement made by the local authority or children previously looked after by a Local Authority (see note 1).
- b) Pupils without an EHC plan but who have Special Educational Needs that can only be met at a specific school, or exceptional medical or mobility needs that can only be met at a specific school (see note 2).

#### **Priority 2**

Children with a sibling (brother or sister) who will be attending the school at the start of the academic year and are living at the same address (see note 3). This includes priority for a sibling applying for an infant school where the sibling is or will be attending the linked junior school. This priority will not apply where the sibling joined the sixth form from a different school.



### Priority 3

Where children attend Rothwell Haigh Road Infant School, they will have priority for Rothwell Victoria Junior School as the linked Junior School.

### Priority 4

Children who live in the defined catchment priority area for the school. (Maps showing the defined catchment area for each school are shown on the Leeds City Council Admissions website [www.leeds.gov.uk/admissions](http://www.leeds.gov.uk/admissions)).

You can apply for a school even if you don't live in the catchment priority area. Living in a catchment priority area does **not** guarantee a place will be allocated at that school, only that your application will be prioritised above those who live outside the catchment priority area.

### Priority 5

All other children

### Tie Break

If we have more applications meeting one of these priorities than there are places available, we will offer places in order of distance from the school – so those living closer to the school would be offered a place before those living further away, when measured in a straight line. (see note 4).

In the unlikely event there are insufficient places for two (or more) pupils living in the same building (e.g. flats) or otherwise equidistant from the school, then any final place will be allocated by the drawing of lots, witnessed by an independent person.

The drawing of lots for random allocation will not be applied to multiple birth siblings (twins and triplets etc.) from the same family where they are tied for the final place. We will admit them all, exceeding the PAN for the school.

### Note 1

A "looked after child" is defined as a child who, at the time of making the application is:

- in the care of a local authority, or
- being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989)

A "previously looked after child" is defined as a child:

- who was previously looked after but ceased to be so because they were adopted or became subject to a Special Guardianship Order or a Child Arrangements Order, or
- who has been in state care outside of England and ceased to be so as a result of being adopted

If you are making an application under the priority for a **previously looked after child**, you will need to complete a **Priority 1a Supplementary Information Form** available at *appendix 1* and send this, with a copy of the court order, so the Local Authority can verify this priority.





## **Note 2**

The priority will be given to children based on their exceptional medical or social needs.

'Social need' does not include a parent's wish that a child attends the school because of a child's aptitude or ability or because their friends attend the school.

'Medical need' does not include mild medical conditions as all Leeds schools are expected to be able to meet these needs.

Each application must include a **1B Supplementary Information Form** available at *appendix 2* along with supporting evidence from a medical specialist or social worker, outlining the child's need and why they must attend one particular school rather than any other, based on those needs. If the evidence is not submitted with the application, a child's medical or social needs cannot be considered.

Cases will be considered individually by a local authority professional panel and where necessary in consultation with the school that has been preferred.

## **Note 3**

For these purposes, siblings must be living at the same address as your child. Siblings refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, foster brother or sister. The definition does not include cousins or other family members sharing a house. The priority will not apply where an older sibling joined the sixth form from a different school.

## **Note 4**

In Leeds we use a straight-line distance system. We use Geographic Information System (GIS) mapping in our school-admission system. The program measures the 'straight-line' distance from a defined point on the main school building to your home address. The point we measure to at your home address is determined by the Local Land and Property Gazetteer (LLPG), which provides coordinates for every dwelling. If we are not able to match your address with the LLPG then we will use a manually identified point at the centre of your dwelling.

## **Note 5 Catchment areas**

Each of the community and voluntary controlled primary schools in Leeds has a defined catchment priority area. These maps are available at [www.leeds.gov.uk/schoolcatchmentmaps](http://www.leeds.gov.uk/schoolcatchmentmaps) and an address look up tool is available at [www.leeds.gov.uk/primaryschool](http://www.leeds.gov.uk/primaryschool).

You can apply for **any** school but if you live in the catchment area your application will receive a higher priority at that school than applicants who live outside the catchment area. **Living in the catchment area does not guarantee a place at the school.**

### If you don't live in Leeds

If you live in another local authority and you live in the defined catchment area for a Leeds



school, your application will receive the relevant priority under our admissions policy.

### **Address**

For admission purposes, the home address is the child's permanent address, where the child usually lives with their parent or carer.

You must not use any other address on your application, including using the address of a childminder or relative or renting a property for a short period of time as this could be considered as using a fraudulent address. We will investigate any queries about addresses and, depending on what we find, we may change the school place offer.

Only one address can be used on your application for a school place. Where shared care arrangements are in place, both parents must agree which address will be used on the application, and this should be the address where the child lives for the majority of the school week. If no joint declaration is received by the closing date for applications, the local authority will determine which address will be used, based on where the child spends the majority of the school week. In instances where the child spends equal time with each parent, the home address will be taken as the address where the child is registered with the doctor.

When we make an offer, we assume your address will be the same when you take up the school place in September. If you plan to move house, you must still use your current address on your application. As soon as you move house, you must tell us your new address, providing proof of your house move (including evidence of entry to the new address and exit from the old address) as this may mean we have to change the school place offer.

If it is found that an intentionally misleading or false address has been given with the aim of fraudulently securing a school place, that place may be withdrawn, even if the child has already started at the school.

### **Parental Disputes**

Parental Responsibility gives both parents important legal rights and responsibilities including involvement in decisions about which schools to preference. Both parents should agree the details of the applications, including the address to be used, which schools to be applied for and which parent submits the application. Where we receive 2 conflicting applications, we will need to obtain written evidence all those holding parental responsibility agree the application or a Court Order specifying who should apply. Until we receive this relevant evidence, we will be unable to process the application further and places may have to be offered to other applicants.

### **Late Applications**

If you return the preference form after the deadline we cannot guarantee to consider your preferences at the same time as those received on time. Any primary applications returned or amended after **12 February 2020** will be dealt with as late applications, meaning they will only be dealt with once all other preferences have been considered, unless there are significant and exceptional reasons for the late application. Late applications received after 12 February will be considered before placements are made (where no preference could be met)



## Accepting Offers

Parents will be asked to accept the offer of a school place directly with the school. This will not affect their position on any waiting list for a higher preference, or their right to appeal. Parents who do not wish to accept the offer, or do not accept the offer within a reasonable time, may have the place withdrawn. This may leave your child without a school place.

## Waiting List

After offers have been made on **16 April**, parents can ask to go on the waiting list for any school.

Waiting lists for community and voluntary controlled schools will also be held for each year group for applications outside of the admissions round.

All waiting lists will be held in criteria order of the admission policy and will close at the end of the academic year (July 2021). Each time a child is added, the list is ranked again in line with the published oversubscription criteria in this policy.

Under the Admissions Code, looked after children, previously looked after children, and those allocated a place at the school in accordance with a Fair Access Protocol must take precedence over those on a waiting list.

Please be aware that if you request your child is placed on a waiting list after Offer day and a place becomes available at a higher preference school before the end of **August 2020**, your child will automatically be allocated the place at your higher preference school. This will automatically withdraw the place at a lower preference school, and this may then be allocated to another child.

## Nursery

A place in a nursery does not guarantee a place in the school. Parents must apply for a place if they want their child to transfer to the reception class.

## Temporary School Site

If a school has to move to a temporary site for any reason, such as the building being damaged by a fire, we will base our distance measurements on the school's permanent site.

## Starting Reception Age

Children are expected to start primary school in the September following their 4<sup>th</sup> birthday. You must ensure your child receives an appropriate full time education from the term following their fifth birthday. Parents can request that the start date for their child is delayed until later in the school year in the case of children who have not yet reached their 5<sup>th</sup> birthday, however where a place has been offered, this must be taken up by the beginning of the term after the child's 5<sup>th</sup> birthday, or at the latest, the start of term after the Easter break.

You can also request that your child attends part-time until he/she reaches compulsory school age. You should discuss delayed or part-time attendance with the school.



### **Admission out of chronological age (including Deferment for summer born children)**

A request may be made for a child to be admitted 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 (a child born between 1st April and 31st August) may request that the child be admitted out of their normal age group, to reception rather than year 1.

Parents should still apply in the normal admission round for 2020, and indicate their request on the preference form – specifying why admission out of normal year group is being requested and the year group in which they wish their child to be allocated a place. Applicants should also complete the **application for deferment form** at *appendix 3* and attach any available evidence of the need for deferment/admission out of chronological age.

The application will be considered by a panel of early years education experts and headteachers where the individual case will be considered. The panel will make a decision on the basis of the circumstances of the case and in the best interests of the child concerned, taking into account the views of the headteacher and any supporting evidence provided by the parent. This will ensure the opportunity to reflect on the long term impact of that decision, and balance this against the child's current needs.

There is no right of appeal against a decision relating to admission out of chronological age.

### **Applications outside the normal admission round (in- year applications)**

All applications outside the normal admission round should be made using an in year application form (ICPF) which is available from Leeds City Council.

The application should be submitted to Leeds City Council Admissions team who will then notify all preferenced schools about the application. The school will contact you directly to confirm whether they can offer a place. The school will respond to your application, to either offer or refuse a place. If a place cannot be offered, the school will offer the right of appeal and your child will be added to the waiting list.

Where a vacancy arises, places will be offered from the waiting list based on the published oversubscription criteria within this policy.

Where no house move has taken place, you will be offered a place to start at the beginning of the next term, unless no other accessible school place is available to you.

You can find out about vacancies in schools on [www.leeds.gov.uk/admissions](http://www.leeds.gov.uk/admissions).

### **Appeals**

Where we have not been offered a place at the school you preferenced, you have the Right to Appeal against the refusal to offer a place. Leeds City Council has an appeals timetable containing deadlines and timescales which can be found at [www.leeds.gov.uk/admissions](http://www.leeds.gov.uk/admissions)



Appeals against a decision for a transfer of school place, outside the normal admission round, can be submitted any time during the academic year. Appeals will be heard within 30 school days of the appeal request being received (where the application for a place has been refused and the right of appeal has been issued).

### **Fair Access Protocol**

All schools have an active role in admitting pupils under the Fair Access Protocol. The protocol operates outside the boundaries of the Admissions policy. It is a statutory requirement and the Protocol applies to all Leeds schools. The aim is to make sure the most vulnerable children are offered a place at a suitable school as quickly as possible, and that no school, including those with places, is asked to take a disproportionate number of vulnerable children. Leeds City Council's Fair Access protocol can be found at [www.leeds.gov.uk/admissions](http://www.leeds.gov.uk/admissions)

(Location and catchment priority maps have been removed due to the size of the documents but can be found at <https://www.leeds.gov.uk/residents/children-families-and-carers/schools-and-learning/school-places/determined-admissions-arrangements> and on the 'Find a School' pages at [www.leeds.gov.uk/admissions](http://www.leeds.gov.uk/admissions) )



## Annex A – Community and Voluntary Controlled Schools where the Leeds City Council Admissions Policy applies

School name	Status	Number of places available for Reception 2020
Aberford CofE Primary School	VC	14
Adel Primary	Community	30
Allerton CofE Primary School	VC	90
Alwoodley Primary School	Community	60
Armley Primary School	Community	30
Ashfield Primary School	Community	30
Asquith Primary School	Community	60
Bankside Primary School	Community	90
Barwick-In-Elmet C of E Primary	VC	30
Beecroft Primary	Community	45
Birchfield Primary	Community	30
Bracken Edge Primary	Community	60
Bramham Primary	Community	30
Bramhope Primary	Community	40
Broadgate Primary	Community	60
Burley St Matthias' C of E Primary	VC	30
Carlton Primary	Community	45
Carr Manor Primary	Community	60
Carr Manor Community All Through school	Community	60
Castleton Primary	Community	60
Chapel Allerton Primary	Community	60
Churwell Primary	Community	60
Cobden Primary	Community	30
Crossley Street Primary	Community	30
Drighlington Primary	Community	60
Farsley Farfield Primary	Community	60
Farsley Springbank Primary	Community	60
Farsley Westroyd Primary	Community	30
Fieldhead Carr Primary	Community	60
Five Lanes Primary	Community	60
Fountain Primary	Community	60
Gildersome Primary	Community	60
Gledhow Primary	Community	90
Great Preston C of E Primary School	VC	30
Greenhill Primary	Community	60



Greenmount Primary	Community	60
Greenside Primary	Community	45
Grimes Dyke Primary	Community	30
Harehills Primary	Community	90
Harewood C of E Primary	VC	15
Hawksworth Wood Primary	Community	60
Highfield Primary	Community	60
Hollybush Primary	Community	** 60
Horsforth Featherbank Primary	Community	30
Horsforth Newlaithes Primary	Community	60
Hovingham Primary School	Community	90
Hunslet Carr Primary	Community	60
Hunslet Moor Primary	Community	60
Ingram Road Primary School	Community	45
Kerr Mackie Primary School	Community	60
Kirkstall Valley Primary	Community	30
Lawns Park Primary	Community	30
Low Road Primary	Community	30
Lower Wortley Primary	Community	45
Manston Primary	Community	30
Micklefield C of E Primary	VC	20
Middleton St Mary's C of E Primary	VC	60
Mill Field Primary	Community	60
Moor Allerton Hall Primary	Community	90
Moortown Primary	Community	30
Morley Victoria Primary	Community	60
New Beverley Community	Community	60
Otley All Saints C of E Primary	VC	30
Otley The Whartons Primary	Community	30
Otley Westgate Primary	Community	30
Oulton Primary	Community	60
Park Spring Primary	Community	60
Parklands Primary	Community	45
Pool-In-Wharfedale C of E Primary	VC	30
Pudsey Bolton Royd Primary	Community	60
Pudsey Lowtown Primary	Community	30
Rawdon St Peter's C of E Primary	VC	45
Raynville Primary	Community	60
Robin Hood Primary	Community	60



Rothwell Haigh Road Infant	Community	45
Rothwell Primary	Community	45
Rothwell Victoria Junior	Community	45
Roundhay through school	Community	60
Scholes (Elmet) Primary	Community	45
Seven Hills Primary	Community	60
Shadwell Primary	Community	30
Shakespeare Primary	Community	90
Sharp Lane Primary	Community	90
Shire Oak C of E Primary	VC	30
Spring Bank Primary	Community	30
St Bartholomew's C of E Primary	VC	75
St James' C of E Primary Wetherby	VC	20
St Margaret's C of E Primary	VC	60
St Mary's C of E Primary, Boston Spa	VC	20
Stanningley Primary	Community	30
Summerfield Primary	Community	30
Swarcliffe Primary	Community	45
Swinnow Primary	Community	30
Talbot Primary	Community	60
Thorpe Primary	Community	30
Valley View Community Primary	Community	60
West End Primary	Community	30
Westbrook Lane Primary	Community	30
Weetwood Primary	Community	30
Whingate Primary	Community	60
Whitecote Primary	Community	60
Wigton Moor Primary	Community	60
Windmill Primary	Community	60
Woodlesford Primary	Community	60
Wykebeck Primary	Community	60

\*\* Amended following the Adjudicators decision





## XXXX Primary School

### Appeal For YYYY YYYY (4XXXXX1)

SHOULD DISTANCES FOR THE SAME SCHOOL NOT AGREE, THIS IS DUE TO A CHANGE OF ADDRESS DURING THE ADMISSIONS PROCESS. IF THERE HAS NOT BEEN A CHANGE OF ADDRESS AND THE DISTANCES HAVE CHANGED, CONTACT THE SCHOOL ADMISSIONS TEAM.

PLEASE NOTE, IF NUMBERS CHANGE PRIOR TO THE APPEAL HEARING THE UPDATED NUMBERS WILL BE PROVIDED.

#### School Details

Current School	XXXXXX Primary School				
		<b>Number Allocated</b>	<b>Agreed Admission Number</b>	<b>Vacancies</b>	<b>Distance (Miles)</b>
School Appealed For	XXXX Primary School	60	60	0	0.95
School Offered	YYYY Primary School	42	60	18	1.20
Primary Address Priority	Carr Manor Community School (Primary Site)	60	60	0	0.61

Please note not all schools offer a priority based on home address (catchment/nearest) some addresses in Leeds will not have this priority for any schools.

Preferences as at (16/04/2020)

Preference 1	XXXX Primary School	60	60	0	0.95
Preference 2	XXXX Primary School	30	30	0	0.89
Placed	XXXX XXX Primary School	42	60	18	1.20

Schools with available places in distance order. These schools are subject to change after pupil movement from the outstanding preference list(s).

School	St Paul's Catholic Primary School	29	30	1	1.02
School	St Matthew's Church of England Primary School	56	60	4	1.06
School	Mill Field Primary School	42	60	18	1.20
School	Primley Wood Primary School	29	60	31	1.36
School	Brudenell Primary School	33	60	27	1.70
School	Moor Allerton Hall Primary School	88	90	2	1.74
School	Bracken Edge Primary School	40	60	20	2.00
School	Kirkstall Valley Primary School	29	30	1	2.22
School	Kerr Mackie Primary School	43	60	17	2.25