

Brooke Weston Trust



School Admission Appeals Guidance March 2024



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BWT ADMISSION APPEALS – GUIDANCE

Who can appeal?

Anyone that has been refused at one or more of their preferred schools is entitled to appeal against the decision. Parents cannot appeal for a lower preference school if they have been offered a higher preference school.

The panel

An Independent Appeal Panel of 3 people (with no connection with the school or trust) considers submissions from the admission authority (BWT) and appellant. It includes:

- at least one member with experience in the provision of education
- at least one member with no experience in a paid capacity in the provision of education
- one member who will chair

Only the panel will decide whether or not to uphold any appeal.

The panel's decision will be binding on the admission authority and school. There is no further right of appeal.

The Process

The Admissions Authority (BWT) will create an Appeal Schedule to be published in the school website before National Offer Day. Please see Appendix 5 and 6 for the 2024/25 schedule.

Every effort will be made to convene appeals within 40 school days from the closing date for lodging appeals. Appeals will be scheduled **at the earliest possible date**.

Once the school receives written notice of any appeals, they must contact the independent clerk, who will organise the panel and manage the proceedings.

BWT schools in Kettering, Corby and Thrapston use the services of:

Jane Harrison, Chief Independent Appeals Panel Clerk

Jane.Harrison@brookewestontrust.org

07725 554835

The school will need to provide all relevant documentation to the clerk at least 10 school days before the first day of the appeal window.

Appeal Hearings will take place at: **Holiday Inn**, Geddington Road, Corby, Northamptonshire, NN18 8ET

Please note schools in Wisbech follow their own appeal arrangements.

Types of appeal

Infant class size appeal: Infant Class Size legislation is the law regarding how many children can legally be in a classroom with a single qualified teacher. Every school has a Published Admission Number (PAN). The PAN is the maximum number of pupils that they will admit to each year group. The majority of appeals for admission into Reception, Year 1 or Year 2 at an infant or primary school will be heard as 'Infant Class Size Appeals'.



Although parents have a legal right to appeal under this criterion, there are very limited circumstances in which a Panel can direct a child to be admitted to a school. An infant class prejudice appeal can only succeed if the Independent Appeal Panel finds one of the below:

- The admission of additional children would not breach the infant class size limit of 30 children to 1 class teacher.
- The child would have been offered a place if the admission arrangements had complied with admissions law or were correctly and impartially applied.
- The admission authority's decision to refuse a place was not one which a reasonable admission authority (see below) would have made in the circumstances of the case. In Infant Class Size Appeals, the Panel can only uphold an appeal if they are satisfied that one of the above reasons does not apply in your case.

The threshold of reasonableness is high. The panel must consider whether the decision was: *'perverse in the light of the admission arrangements'* or *'beyond the range of responses open to a reasonable decision maker'* or *'so outrageous in its defiance of logic or of accepted moral standards that no sensible person who had applied his mind to the question could have arrived at it'*.

The panel **will not** consider the personal circumstances of the appellant **unless any of the above circumstances apply.**

Other appeals (2 stage process): A school appeal is heard as a 'Prejudice' case where the Infant Class Size Legislation does not apply, and the panel must therefore consider if an admission of an additional child would be prejudicial to either the school or the child.

The panel will weigh up whether admitting an additional child to the school would prejudice the efficient education and the efficient use of resources, or whether greater prejudice would lie to the child in not gaining a place at the school.

The Panel will discuss and make a decision to either uphold or not uphold the appeal once they have heard both sides of the case. They will weigh up each case for wanting the child to attend the school against the school's arguments for not being able to admit another child. The Panel will uphold the appeal if it finds that the negative impact on the child of not attending the preferred school outweighs the case put forward by the school's case as to why it cannot admit any more pupils.

If the Panel upholds the appeal, the school must admit the child. If the Panel does not uphold your appeal, the child will not be offered a place at the school.

The Prejudice Statement

For all appeals that are not linked to an infant class, a prejudice statement must be drafted by the school to set out why they cannot take further pupils. **It is the most important document referred to during the appeal**, and the one upon which the school's position will succeed or fail.

Appellants would receive the school's generic statement (prejudice statement) setting out the reasons the school is unable to admit any additional children. Because this, they might be able to articulate clearly the reasons why their child should have a place at your school. They will focus on what the school can offer that meets their child's needs. This can include:

- what the school can offer that other schools cannot
- what the impact will be on their child in not attending their preferred school



At the hearing, the panel will consider whether the admission of additional children would prejudice the provision of efficient education or the efficient use of resources at the school. In other words, the panel will balance the prejudice to the school against the appellant's case by looking at the:

- effect on the school in the current and following academic years as that year group progresses
- physical changes to the school since the published admission number was set
- impact of the Fair Access Protocol on the school
- impact on the organisation of classes, availability of teachers and the effect on children already at the school

Your prejudice statement may run over a number of pages. To make sure the key points are understood, you should include an executive summary on the first page so that panel can be easily reminded of your position.

As the appeal hearing will not take place at your school you need to ensure the panel understand the context of your case. Set the scene by including details of the physical layout, build period, classroom design and the community it serves. This will enable the panel to appreciate the reality of your school.

You'll get the chance to read your statement at the hearing and then likely to face questions from the panel and the parents.

The presenting officer is the face and voice of the school at the appeal. They need to know the school inside out, be able to answer the questions posed by parents and the panel and set out the content of the prejudice statement with knowledge and conviction.

After presenting the prejudice statement, the presenting officer will be able to challenge the parental case. Naturally this is an emotive issue for parents and can lead to some embellishment in their case. It is your job (along with that of the panel) to get clarity. Remember – this is all about your prejudice being greater and challenging the appellant case to evidence that.

The broad headings of the school's prejudice statement should be:

- a) Executive summary**
- b) Background of the school**
- c) Admissions Process and PAN**
- d) Numbers on Role (including Year Group totals)**
- e) Circumstances particular to the school (accommodation, staffing, resources, results...etc.)**
- f) Conclusion**

Examples for Primary and Secondary statements are provided in Appendices 1, 2, 3 & 4.

Please note support from Browne Jacobson will be available, if requested, during the 1st stage of appeals



The Appeal Pack

The Independent Clerk will collate all evidence presented by the parties for each individual appeal and will put together a pack. This will be sent to the school, appellant and all members of the panel.

Below is the list of contents for the Appeal Pack:

Please note **CHECKLIST FOR PARENTS** should be placed at the front of the pack.

1. The Academy's admissions policy
2. The Northamptonshire County Council's co-ordinated arrangements for In Year Admissions:
 - a. [Apply for a primary school place](#)
 - b. [Apply for a secondary school place](#)
3. The Prejudice Case for the Academy
4. A note explaining how the hearing will be conducted
5. The reasons given to the appellant why their application for a place at the Academy was refused
6. The Appeals Papers which they have submitted to the Panel
7. A map of the venue for the appeal hearing

CHECKLIST FOR PARENTS

1. *Have you read the Admissions Policy? Please note the following are not part of the Admissions Policy:*
 - a. *Distance from home may not be part of the policy of a particular school,*
 - b. *Academic ability,*
 - c. *Circumstances when sibling link does not apply (please see Appendix for definition of 'sibling link')*
2. *Have you supported your Appeal with documentary evidence?*
3. *Have you looked at the Trust/School website regarding Appeal data for previous Appeals?*
4. *Have you returned your Consent Form?*
5. *Have you read the School's Prejudice Statement? (The reasons why the School considers it will be prejudiced by the admission of additional students.)*

Important Points for Parents to note

- *The importance of the Admission Policy*
- *The importance of including 3 preferences*
- *Have you discussed your concerns with the allocated school?*
- *Transport is not the responsibility of the school. It is the responsibility of the parent and is administered by the LA.*



Appendix 1 - Primary Appeal Statement

School admissions appeal Beanfield Primary School

Reception Place Allocation – September 24/25

Statement of Case

Beanfield Primary School is an academy and part of the Brooke Weston Trust responsible for its own admission arrangements. The school works together with the Local Authority and fully participates in the Coordinated Scheme for entry into Year R. This statement of case sets out why Beanfield Primary School states that to admit more pupils into Reception will prejudice the provision of effective education and the efficient use of resources, by reason of the measures required to keep to the statutory class size limit. The statutory limits on class size provide that, subject to certain limited exceptions, infant classes i.e. Reception, Year 1 and Year 2 must not contain more than 30 pupils with a single school teacher.

Regulations made under Section 1 of the School Standard and Framework Act 1998 limit the size of an infant class to 30 pupils per single school teacher. Only in very limited circumstances can admission over the limit be permitted. An Appeal Panel can only determine that a place should be offered to a child refused admission to a school on class size prejudice grounds where it is satisfied that one of the following applies:

- The admission of additional children would not breach the infant class size limit.
- The admission arrangements did not comply with admissions law or were not correctly and impartially applied and the child would have been offered a place if the arrangements had complied or had been correctly and impartially applied.
- That the decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.

If extra children are admitted to the Reception year above those already accepted over PAN, it would cause prejudice to the efficient education and the efficient use of existing resources by reason of the following 'qualifying measures' the school would be required to:

- Appoint an additional teacher
- Make significant adjustments to the building structure and organisation

As an academy, the school is funded at the same level as local authority schools and facing significant reductions in funding for the foreseeable future.

Admissions Arrangements

Beanfield is a large three-form entry primary school in Corby which has undergone significant improvements over the last 10 years. The improvements have seen the school move from Requires Improvement to Good in our last inspection in October 2022. The school has also undergone significant re-decoration in order to improve the existing building into a more welcoming environment for our children. This has also seen an increase from 2 form entry to 3 form entry with no expansion needed to the original building. The admission number for Reception has been set at 90 and year group is organised with 3 classes with 30 pupils per class. Beanfield also hosts a 55-place unit provision for children with Education Health Care Plans – this is larger than a standalone special school and sits within the heart of the school building. Children who attend our Unit Provision have both severe, profound and multiple learning difficulties as well as autism. The unit provision has increased in PAN from 22 to 55 over the last



10 years again without expansion to the main building. The current percentage of the pupils who have an EHCP in the school is 10.56% compared to the national average of 2.27%.

All admissions into part of the school are conducted through the Local Authority. The school has carried out the Admissions Process in line with its published policy which fully meets the DfE School Admissions Code.

Allocation of Places

At the time of allocation of places for the reception intake (May 24) all places were allocated in conjunction with the NCC central admission coordinated scheme. The school was over-subscribed and the places were allocated in accordance with the oversubscription criteria as published in the Applying for Primary School Places 2023 booklet (as detailed on the NCC website) and outlined on our school website.

Our over subscription criteria is when there are more applications for places than there are places available, priority will be given in the following order:

- *Children in public care or previously in public care but immediately after being looked after became subject to an adoption, residence or special guardianship order*
- *Pupils with an older brother or sister continuing at the school at the time of admission of the younger child. (See Appendix 1 for definition of 'sibling')*
- *Children of staff where that member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage in the area.*
- *Pupils who live within the area defined as Beanfield. This area encompasses all houses within the bordering area of A6003, A427, Jubilee Road and Gainsborough Road; including all roads leading from Tower Hill.*
- *Other pupils.*

If the admission number is exceeded within any criteria, priority will be given to those who live closest to the school.

For the academic year 2024-2025 the number of children admitted into the Reception cohort was 90.

School Organisation

The classes for the academic year 2020-2021 are organised as follows:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6	UP
Year group size PAN	90	90	90	90	90	90	90	55
Year group size NOR	90	86	90	88	89	90	89	57



The NOR in each year group, although not all at PAN, do exceed the need for more than 3 classes of 30 in each year group. The school has seen an increase in applications in the last few years in all year groups. If additional pupils are placed within this school, this will lead to much reduced pupil teacher interaction time as well as less space to accommodate different teaching styles within classrooms.

Accommodation

The existing building has not been adapted in any way from when it was a 2-form entry school. Each year group has been designed to accommodate 90 children in each classroom using the existing space within the school building and using one annex block which has been part of the school for the last 30 years. Accommodating an expanding unit provision of 6 classes within the school has already placed significant pressure on our resources. If extra children are admitted it would put a strain on resources and space as there is no physical space within the school to accommodate another classroom.

There are 29 classrooms throughout the school and 2 school halls. Spare spaces have been converted to cater for the growing SEN need within the school. As the school has expanded in size already, there are limited spaces for intervention work to be completed.

Staffing

Each class has a dedicated teacher. In each year group there is 1 cover member of staff between 3 classes who provides the teaching staff with their statutory 10% non-contact time for PPA (Planning, Preparation and Assessment). An increase in pupil numbers may result in less teaching contact time and a potential dip in the quality of teaching and learning.

Each year group will also have 1 teaching assistant who works between the 3 classes and additional teaching assistants are employed for children with special needs as they are assessed and identified. Due to this, in the Unit Provision, the number of teaching assistants increases due to the significant needs of the pupils.

The school has a dedicated Safeguarding lead and she herself, co-ordinates a team of deputy designated safeguarding leads within the school and a well-being team. The number of pupils in receipt of Pupil Premium in the school is 29.77% which is higher than the national average. By admitting extra pupils into the school would impact the revised student care and safeguarding models we have created and the recent gains in the positive standards of behaviour and care within the school may be lost.

Reasons for not meeting preferences

The school has always worked extremely hard to improve the life chances of its students and since 2012, significant progress has been made; however, it would be very reluctant to see these achievements being put into jeopardy. Any additional numbers beyond the year group allocation of 90 will seriously compromise the student management and operational model and jeopardise the progress we have made to date. We state that any such admission would therefore be prejudicial to the education of student currently on roll at Beanfield Primary School.

If the school was obliged to admit further pupils above those already accommodated over the planned admission number this would place significant financial and operational burdens on the school in the future. The number of pupils and space in some classrooms is very limited.

Please note this is an example from one of the BWT Primary schools to use as guidance.



All places offered to children in accordance with the published criteria for the reception class for 2023-2024 have been accepted. If further pupils were admitted to the classes by the admission authority it would cause future prejudice and the school would be obliged to take qualifying measure to achieve larger class sizes across the whole school or within the school's unit provision.

The 1998 Educational Act makes it plain that in considering the effective use of resources, it is appropriate for County Councils to consider the availability of places at other schools. The school understand that other schools, within reasonable distance, are able to offer places in classes of 30 or less.

Given these factors it is considered that the admission of additional children would cause a future class size prejudice and in particular, there would be concerns around the pressures of exceeding numbers on roll in the school's Unit Provision where we are massively over-subscribed and frequently attending tribunals to admit pupils beyond our 55 place PAN.

Therefore, the school takes the view, that the admission of additional children into the Reception year above those already accommodated within the linked area, would prejudice the provision of efficient education and efficient use of resources by reason of the measures required to keep to the statutory class size limit.

The school does not believe this is a case where the decision to refuse admission is so unreasonable that no reasonable Admission Authority would have made it. It also believes that this is not a case where the admission arrangements have been wrongly applied.

The school therefore submits that there is no legal basis for admitting further children to this year group.

Due to the current pandemic, the Principal and Education Welfare Officer will be available via email to answer questions surrounding this statement and the other presented evidence about the admissions process into school.

Tie Breaker

Where there are more applications in any one category, application will be prioritised on the distance from the child's home to the main entrance of the school. (This will be determined by the Local Authority using their standard method as described in the published information to parents). Measurements are carried out in a straight line based on a straight-line basis from the child's home to the address point of the school. Home will be determined as the address declared on the Common Preference Form.

In the case where multiple application for the same shared dwellings occurs (e.g. flats) a randomiser will be used to decide the priority in which the pupils within the shared dwelling are selected in the event of a tiebreaker.

Residency definition

The child's place of residence is the address of the parent or legal guardian with whom the child spends the majority of time during the week.

Appendix 2 - Secondary Appeal Statement



Brooke Weston Prejudice Statement:

The case against any further increase in student numbers

A. Background

Brooke Weston is a successful secondary school serving students from Corby and Kettering. It is an Academy offering 180 places to a mixed ability intake of boys and girls. The buildings are relatively modern and well-maintained. A variety of innovative practices including a five term year, a longer school day and a 'no playtime' organisational model has contributed to this success. Designed from the outset to operate with small group sizes the physical constraints of the building preclude large groups.

However, Brooke Weston recognises the demand for its style of education in the community but since it is unable to admit more students into its present accommodation, without prejudicing the education offered, it has responded by establishing further schools in Corby and Kettering.

B. Year 7 Admissions Process

Brooke Weston carried out the admissions process in line with its published policy which fully complies with the School Admissions Code 2021 as published by the DfE

Students were placed into the nine stanines based on the result they achieved in the standardised non-verbal reasoning test. GL Assessment set and marked the test and informed Brooke Weston of how many students should be admitted in each stanine.

After the admission of children with an EHC Plan where Brooke Weston Academy is named as the appropriate provision, the following criteria will be applied to determine those children that will be offered places:

- a) Looked After Children and all previously Looked After Children
- b) Children of staff where that member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage in the area.
- c) Children who have a sibling link
- d) Children living in the linked area (Corby and identified associated villages)
- e) Other children based on the distance between the home address and school. Measurements will be carried out on a straight-line basis from the child's home to the address point of the school

If the Admission Number is exceeded within criterion (b), (c) or (d) all places within that year group will be allocated at random in the priority order listed above. The random allocation will ensure that the correct proportions are allocated from each stanine. The random allocation will be generated electronically and will be verified by an independent observer to guarantee fairness.

If the Admission Number is exceeded within criterion (e), in the case where the distances from home address to school address point are the same (for example, multiple applications for the same shared dwelling occurs i.e. flats), a randomiser will be used to decide the priority in which pupils are selected. The random allocation process will be subject to independent verification

Following this the Northamptonshire County Council who coordinates the admissions process for all local schools took account of parental preference and notified parents of the outcome.

Please note this is an example from a BWT Secondary school to use as guidance

The following table illustrates the number of applicants who have applied to Brooke Weston in the past 5 years. The 2018/19 to 2022/23 figures only include on-time applications due to a change in policy by Northamptonshire Local Authority.

18/19	877
19/20	952
20/21	906
21/22	913
22/23	758

C. Numbers on Roll

The agreed admissions number of 180 is part of the funding agreement with the DfE that took effect when Brooke Weston converted to an Academy in September 2008. The total capacity for under school leaving age children is set at 900. The total number of under school leaving age students as of 28/2/24 is 934

In September 2020 and September 2021 Northamptonshire County Council have asked Brooke Weston Trust to accept 90 more Year 7 students in our Corby schools. This is to meet the temporary bulge in student numbers in the local area. We are pleased to help the local authority fulfil their obligation to provide a school place for every child and to ensure less children have to travel out of the town. We are able to provide the requested additional places in our two outstanding secondary schools: Corby Technical School will offer an additional 84 places and Brooke Weston Academy will offer an additional 6 places. This arrangement is for September 2020 and September 2021 only and there is no permanent change to the published admissions number for each school.

As described through the remainder of the document, this “bulge” is going to put additional pressures on Brooke Weston Academy and should not be seen as a reason to accept more students. This is why it has only been agreed for September 2020 and 2021.

Year Group totals

The current numbers of pupils in each Year Group as of 14/9/23 is shown below:

Yr7	185
Yr8	186
Yr9	189
Yr10	185
Yr11	190
Yr12	135
Yr13	121

The reason why the number of students in each year group can be consistently at or above the Published Admissions Number is, in part, due to Brooke Weston’s involvement in Northamptonshire’s Fair Access Protocol. This means that students with an educational health care plan (EHCP), who are looked after or are deemed vulnerable, are given priority to admission. This is irrespective of current student numbers on roll, waiting list or those who have lodged an appeal.

Admissions under the Fair Access Protocol are made in exceptional circumstances and does not mean that the Academy can admit further pupils because additional children have been taken under the protocol. However, given that additional pupils may be admitted to the Academy through the Protocol, and above the admission number, this would further prejudice students if any further are admitted as a consequence of appeals.

Please note this is an example from a BWT Secondary school to use as guidance

Students that have been admitted by the Fair Access Protocol as of 30/1/24:

2017/18	5
2018/19	5
2019/20	1
2020/21	9
2021/22	6
2022/23	21
2023/24	11

Brooke Weston Academy, along with the four other secondary schools in Corby, is a member of the Corby Behaviour and Attendance Partnership and as such will consider requests made by partner schools for 'Managed Moves'. This is where a student who is at risk of permanent exclusion or a student who is at risk of having his/her educational experience being detrimentally affected is placed temporarily on-roll at a new receiving school with a view to making the move permanent if it is successful.

Students that have been admitted through managed moves as of 30/1/24:

2017/18	5
2018/19	3
2019/20	4
2020/21	1
2021/22	3
2022/23	1
23/24	0

Year 7 students that have been admitted through the new intake appeals procedure as of 30/1/24:

	Lodged	Upheld
2016/17	34	3
2017/18	53	2
2018/19	69	3
2019/20	62	3
2020/21	26	1
2021/22	52	2
2022/23	62	2
2023/24	35	2

Brooke Weston, in line with the School Admission Appeals Code 2012, also admits students who have had an In-Year appeal upheld by an Independent Appeals Panel. Students that have been admitted through In-Year appeals as of 30/1/24:

	Lodged	Upheld
2017/18	8	3
2018/19	7	1
2019/20	3	0
2020/21	15	0
2021/22	12	0
2022/23	9	0
2023/24	7	1

Please note this is an example from a BWT Secondary school to use as guidance

D. Teaching accommodation

Brooke Weston was initially designed for an intake of 160 with class sizes of 20. Due to local demand the admissions number was increased in 1994 to 180 and it has remained at that number ever since. In 2005 as a part of the submission for conversion to an Academy, the building capacity at Brooke Weston was analysed by the DfE. It was found that the building was 1423m² under the expected area for a school with an intake of 180. Therefore, building work was undertaken to ensure the curriculum entitlement of the students could be fully met. These developments brought the area of the building into line with a school with a PAN of 180.

The practical implications of over-population are numerous and the general accommodation would not be able to withstand an increase in numbers in the under school leaving age (USLA) cohort without prejudicing the operation of the Academy. Circulation areas, especially near to lockers, are already very congested, however, the predominant reason as to why the Academy should not admit more than the published Admission Number of 180 into a Year Group is the size of the teaching classrooms. Many of the general and specialist teaching classrooms are small, having been initially designed for classes of 20 students. A proportion of the classrooms used for general teaching fall below the DfE recommended classroom size for an intake of 180 students in each Year. The organisation of the curriculum divides each year group into seven or eight teaching groups. For 8 groups, the recommended general classroom size for an average class number of 22.5 secondary school students, as set out by the Secretary of State in Building Bulletin 103, is 42.25m². Currently 11 of the 30 standard sized classrooms used for general teaching are below this, and 4 of these 11 classrooms fall below the recommended small classroom size. For 7 groups, recommended general classroom size for an average class number of 25.7 secondary school students is 47.69m². Currently 12 of the 30 standard sized classrooms used for general teaching are below this, and 11 of these 12 classrooms fall below the recommended small classroom size.

In the general classrooms below 42.25m² conditions are very cramped and there is no additional space without compromising the learning needs of all students. As a result of the cramped conditions movement around the classrooms is difficult for students and the teacher, which in turn limits the range of teaching activities. Behaviour management can be also difficult for the teacher due to the lack of flexibility in seating arrangements.

Finally, at 1 toilet per 36 students, toilet allocation falls below that recommended by DfE of 1 to 20 (BB103).

Summary: Further admissions to Brooke Weston will have a prejudicial effect for the following reasons:

- The year group in question is already fully subscribed and the Academy as a whole is over capacity.
- The timetable for the academic year 2023/24 is set with the appropriate staffing levels allocated.
- To date the school has been consistently successful because the 'family' and 'small school' feel has not been compromised. Increased numbers would jeopardise this and the individual attention we give to all our students.
- The provision of 'personalised learning' opportunities in all Key Stages would be seriously undermined with an increase in numbers. This would ultimately affect quality and standards could fall.
- A proportion of general teaching classrooms have a square metre area which falls below the minimum government recommendation for an average cohort class size of 22.5 students.
- Academies are funded at the same level as other local schools. The school's budget for the financial year has already been set. There is no additional funding which would allow the employment of more teachers to support extra teaching groups even if the Academy had the space to accommodate additional children.
- Because of the large number of students and the internal design of the school, there is considerable congestion during lesson changeover, at the end of school and when students go to assemblies. Further student numbers would exacerbate this pressure.
- There are barely adequate toilet facilities allocated to students. Additional numbers would put extreme pressure on these facilities and have consequential effects on lessons and student behaviour.

Shaun Strydom
Principal
Brooke Weston Academy

Please note this Admission statement is an example from another trust.
It uses a different format where the school appeals' team provide most of the information.

Appendix 3 - Another Trust statement

ADMISSIONS TO ???	
Converted to an academy in September 2016	
APPEALS DELIVERED BY LEICESTERSHIRE COUNTY COUNCIL ON BEHALF OF THE ACADEMY	
FIRST TIME ADMISSIONS – ICS – ACADEMIC YEAR 2023-2024	

1.

Admission Number (AN) for 2023-2024	15
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The school's AN is set to 15 which ensures compliance with the infant class size requirements and future prejudice of no more than 30 pupils to one qualified teacher

2.

Number of pupils already allocated to Year 1 for 2023-2024:	14
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Were any more children be admitted to the year group this would be a breach of the infant class size regulations and the school would need to put in place qualifying measures, i.e. to employ and additional teacher for 2024-25 should more than 15 children be accepted into EYFS.

3. Allocations for Reception can be broken down as follows: (Appeals team to fill in)

EHCP (SEN Statement)	
Children in Care	
Sibling attending the school at the same time	
Pupils who live in the catchment area Last distance agreed 0.321 miles	
Serious Medical Condition or Exceptional Circumstances	
Children of teaching staff	
Pupils living closest to the school measured in a straight line distance	
Total	
Number of refusals (waiting list)	
Number of Appeals for Reception:	1

4. The projected numbers on roll for September 2023 are as follows:

Year	Key Stage	Numbers	Numbers in class and staffing inc support
Reception	Key Stage 1	15	1 Teacher + (0.6) support
Year 1		14	1 Teacher + 1 Support (1 Linked to EHCP)
Year 2		11	
Year 3	Key Stage 2	8	1 Teacher + 2 Support (2 linked to EHCP – 1 of these children is currently accessing EYFS)
Year 4		14	
Year 5		15	1 Teacher + 1 Support (1 Linked to EHCP)
Year 6		14	
TOTAL:		91	

Please note this Admission statement is an example from another trust. It uses a different format where the school appeals' team provide most of the information.

5. The Local Authority can offer a place in the following schools:
(places available at the time the paper was prepared)

Appeals team to fill in

6. ORGANISATION

- 6.1 There are four classes in total. These are arranged as follows:

- Class 1 = Foundation
- Class 2 = Year 1 / Year 2
- Class 3 = Year 3 / Year 4
- Class 4 = Year 5 /Year 6

- 6.2 The school wishes to maintain class sizes at a manageable level to meet the individual needs of every student. The effect of high numbers on the learning of pupils is as follows:

In order of concern	Impact of additional children above the AN
1	Every additional child admitted to the class will also have an impact on the workload of the teacher in a number of ways and it is important to protect the work life balance of staff in order to enable them to give their best and enable all students to reach their full potential.
2	High support staffing for high class numbers create overcrowded classrooms and this then limits the opportunities for using different teaching and learning styles. Activities that require movement around a room or additional resources or equipment must be adapted affecting the learning of those students who may learn best in that way.
3	Individual contact time between the teacher and the pupils becomes more limited.
4	In some classes, it would be impossible to already add any additional tables adding another table could potentially cause a Health/Safety issue as the rooms are not big enough and children are already limited in movement (this is specifically in Class 3 in Key Stage 2 situated in the main school building). Teaching is therefore stifled
5	Where vertical grouping takes place this also adds to the challenge in the classrooms as there is a wider range of ability.

- 6.3 Because of the differences within the curriculum, the school has decided not to vertically group across key stages. Vertically grouping across Foundation and Key Stage 1 is particularly difficult.
- 6.4 The Foundation and Year 1 curriculum, in particular, promotes activity and play based learning. In order to be able to deliver the curriculum in this way, teachers require space. It is a statutory requirement for schools to ensure that children's learning is developed within their own environment. This environment should provide opportunities to access home areas, imaginative spaces, opportunities for building large constructions, quiet areas and sand and water play.

**Please note this Admission statement is an example from another trust.
It uses a different format where the school appeals' team provide most of the information.**

6.5 Special Educational Needs (SEN) predicted figures Autumn 2023 – Autumn figures yet to be finalised for REC.

Year	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEND (Special Educational Needs and Disability)	0	2	1	1	1	3	2	10
EHCP (Educational Health and Care Plan)	0	0	1	1	0	1	1	4
In Care	0	0	0	0	0	0	0	0
Well Being	0	2	0	0	2	1	1	6

	Overall	EHCP
Total	10	4
School - %	10.9%	4.4%
Leics - %	13.1%	2.0%
National -%	14.6%	1.8%

On the Overall the school's percentages are below local and national levels, however there are a number of children across the school that, although do not have an EHCP have additional support. We have a higher percentage than local and national levels of EHCP children, which has a massive impact on our budget. This has an impact on space in the classrooms as there are more support staff working with individual pupils. Our notional SEN budget does not currently cover EHCP support and therefore no SEN notional budget is available to support other SEND children, this is covered through the school's budget.

6.6 The school day starts at 8:50am and finishes at 3:15pm. Children have an hour for lunch and lunches are bought in from a nearby school.

6.7 The turbulence factor for the school is considered to be average for a school of this size. During the academic year 2021/22 6 children have joined the school and 3 have left.

6.8 Behaviour: Behaviour in school is good. Any information re new cohort??

6.9 Staffing: The school is fully staffed. In Class 1/Foundation stage the class teacher is about to commence maternity leave with an ECT taking on the role for the upcoming academic year.

7. ACCOMMODATION

7.1 The school is situated in ???, a small residential village half way between A and B. The school is made up largely of children from the village but there are some families who live outside of the catchment area who attend. The families from outside of the catchment are largely found in Key Stage 2.

7.2 The School was opened in 1858 and is split over two sites. The original building houses the offices, a small hall and two classrooms (Key Stage 2) and 100 yards down a lane a separate site houses a temporary building which has two classrooms for EYFS and Key Stage 1. Both sites are self sufficient and have children and staff toilets, outside space and internet connections.

**Please note this Admission statement is an example from another trust.
It uses a different format where the school appeals' team provide most of the information.**

- 7.3 The current Department for Education (DfE) recommendations for classroom sizes for primary newbuilds are a minimum of 62 m² for 30 children in Foundation and KS1 and all other primary classrooms should measure 55 m².
- 7.4 The classrooms in the temporary building measure at the DFE recommendation because it is a fairly modern building. The classrooms in the main school (housing our Key Stage 2 classes) are smaller and measure 52 m² and 58 m².
- 7.5 The Net Capacity Assessment for the school is 105 and has been set at 105 with an AN of 15, i.e. 7 year groups x 15 children.
- 7.6 There are two suites of laptops for computing. Both sites have access to a bank of laptops to access the curriculum. These are booked out to classes on a rota basis.
- 7.7 The library area is of limited size and cannot fit a whole class and is situated in the main school.
- 7.8 The hall can accommodate the whole school for assemblies now that we have paid for alterations to the doors. The playground on the main site is small and can accommodate two classes. The field area has a small all weather surface and some hard standing although that is limited – Covid has shown that this area is sufficient for the number (45) that we could need to accommodate.
- 7.9 As some of the children are from outside the catchment area, parking is a significant issue for the school. The school is on a main road and traffic does not always stick to the 20 mile an hour speed limit – this causes concerns with regards safety as crossing the road can be difficult. The school does not have a car park of its own. People who live in the village tend to walk to school.

8. GENERAL

- 8.1 OFSTED: The school was last inspected in ??? and the school was graded as 'Good'.
- 8.2 FINANCE: The school would have had a balanced budget for this year had it not been for unfunded pay rises and the impacts that inflation has had on all costs. The school is facing real terms reductions in funding. This has led to a predicted deficit budget. The increased number of EHCP pupils in recent years has made a big impact on our ability to sustain a balanced budget.
- 8.3 SATS: The last set of published SATS results from 2022-23 were recorded as 'Average' for Reading, Writing and Maths. It is worth noting that small cohorts can skew the validity of these results.

9. Headteacher comment

We want as many children who live in the village to be able to attend the school. It makes sense to all parties for this to be the case. When families move into the village and there are spaces for some of their children but not all it is a difficult situation. We are willing to be flexible but equally have to protect the areas addressed above. The biggest issue we have is that one of the classrooms is quite small and fitting more than 30 children into is not ideal.

**Please note this Admission statement is an example from another trust.
It uses a different format where the school appeals' team provide most of the information.**

10. CONCLUSION

It is the school's view that:

- The arrangements comply with the mandatory requirements of the School Admissions Code and Part 3 of the School Standards & Framework Act 1998 and were correctly applied in this case
- There is a statutory ground for refusing admission (the admission number has been reached), panel are reminded of requirements infant class size regulations when making their decisions
- The school has complied fully with its admissions arrangements
- The admission of more pupils would affect the education of other pupils already in the school
- The admission of more pupils to this school would prejudice the efficient provision of education and the efficient use of resources
- It is with regret that it has not been possible to meet parental preference, but the school still has a duty to ask the panel to refuse entry.

May 2023

ANOTHER TRUST - SAMPLE

**Depending on the individual's year group, you could add extra information.
This is a Y11 example.**

Appendix 4 - Extra information for Statement.

Brooke Weston Prejudice Statement:

Year 11 Appendix

1. Restraints are around our school building size- classroom sizes and our classroom occupancies. Our PAN is set based on the building and classroom size and the classroom occupancy adhering to DfE guidelines.
2. With limited classroom numbers, maximum occupancies and staffing and budget limitations we can only timetable certain year groups classes at any one time each lesson period. We do not have the classroom, financial or staffing capacity to timetable additional classes.
3. The additional costs for 1 additional student within each year group are not monetary. Going over our PAN, which is set by the DfE based on our building and classroom sizes, would negatively affect the quality of Teaching and Learning, our school ethos, environment, behaviour, and expectations. If there were monetary costs, it would be in relation to the building to put on more classes or increases in the student care teams to deal with increased complexity of year groups.
4. There are currently no plans for further building works, in addition we have no funding for further building works.
5. We are significantly over PAN in Year 11. Going over PAN is far from ideal and only ever occurs due to upheld appeals, FAP allocations (which are out of our control), or due to a temporary managed move arrangement to support another school. It is worth noting the bigger picture of our whole school PAN. Due to the FAP process we are currently over PAN in all year groups
6. We have seen an increase in low level disruption which has led to an increase in suspensions and internal exclusions. This in turn has placed pressure on our already small Student Care Team.
7. Students in Yr11 with SEN. We have 35 students receiving SEND support that do not have an EHCP (Education, Health, and Care Plan). and 4 students with an EHCP. The required presence of TAs to complete their one-to-one support therefore the rooming of these students must be taken very carefully into consideration when timetabling
8. Looked After Children. In Year 11 we have 1 child in care and 12 students we would identify as vulnerable for other reasons

Appendix 5 - Primaries Admission Appeals Timeline 2024.

BPS	OVPS	GPS	CPA	TPS	
Wednesday 17 th April 2024	Wednesday 17 th April 2024	Wednesday 17 th April 2024	Wednesday 17 th April 2024	Wednesday 17 th April 2024	Offer Day
Thursday 16 th May 2024	Thursday 16 th May 2024	Thursday 16 th May 2024	Thursday 16 th May 2024	Thursday 16 th May 2024	Deadline for parents to lodge written Appeal <i>(At least 20 school days from notification of unsuccessful application) (school email)</i>
Friday 14 th June 2024	Friday 14 th June 2024	Friday 14 th June 2024	Friday 14 th June 2024	Friday 14 th June 2024	Deadline for parents to be notified of the date and arrangements for the Appeal Hearing <i>(post day before with guaranteed next day delivery)</i> Deadline for the Academy to supply the Clerk of the Independent Appeals Panel with all relevant documentation needed to conduct the Appeals Hearing <i>(At least 10 school days before first day of appeal window)</i>
Friday 28 th June 2024	Friday 28 th June 2024	Friday 28 th June 2024	Friday 28 th June 2024	Friday 28 th June 2024	Deadline for the Clerk to send Appeal Papers to the Panel and relevant Parties <i>(7 working days before the appeal hearing)</i>
Monday 8 th July to Friday 12 th July 2024 (dates tbc)	Monday 8 th July to Friday 12 th July 2024 (dates tbc)	Monday 8 th July to Friday 12 th July 2024 (dates tbc)	Monday 8 th July to Friday 12 th July 2024 (dates tbc)	Monday 8 th July to Friday 12 th July 2024 (dates tbc)	Deadline for any further evidence from the Academy or from parents that was not sent with the original Appeal, to be submitted to the Clerk of the Independent Appeals Panel <i>(5 school days before first day of appeal window)</i>
Friday 19 th July 2024	Friday 19 th July 2024	Friday 19 th July 2024	Friday 19 th July 2024	Friday 19 th July 2024	Appeals lodged by the deadline will be heard by this date. <i>Please note we have allowed a 7-day window to conduct all appeals for schools.</i> <i>(max 40 days from appeal lodging deadline)</i> Appeal Hearings to take place at the Holiday Inn, Geddington Road, Corby, Northamptonshire, NN18 8ET

Appendix 6 - Secondaries Admission Appeals Timeline 2024.

CBA	BWA	KSA	CTS	
Friday 1 st March 2024	Friday 1 st March 2024	Friday 1 st March 2024	Friday 1 st March 2024	Offer Day
Tuesday 16 th April 2024, 5.00pm	Friday 12 th April 2024, 5.00pm	Tuesday 16 th April 2024, 5.00pm	Monday 15 th April 2024, 5.00pm	Deadline for parents to lodge written Appeal <i>(At least 20 school days from notification of unsuccessful application) (school email)</i>
Tuesday 21 st May 2024	Friday 10 th May 2024	Tuesday 21 st May 2024	Friday 10 th May 2024	Deadline for parents to be notified of the date and arrangements for the Appeal Hearing <i>(post day before with guaranteed next day delivery)</i> Deadline for the Academy to supply the Clerk of the Independent Appeals Panel with all relevant documentation needed to conduct the Appeals Hearing <i>(At least 10 school days before first day of appeal window)</i>
Monday 3 rd June 2024	Friday 31 st May 2024	Friday 31 st May 2024	Friday 24 th May 2024	Deadline for the Clerk to send Appeal Papers to the Panel and relevant Parties <i>(7 working days before the appeal hearing)</i>
Thursday 6 th June 2024	Tuesday 4 th June 2024	Tuesday 4 th June 2024	Thursday 6 th June 2024	Deadline for any further evidence from the Academy or from parents that was not sent with the original Appeal, to be submitted to the Clerk of the Independent Appeals Panel <i>(5 school days before first day of appeal window)</i>
From Tuesday 11 th June to Wednesday 19 th June 2024	Monday 17 th June to Friday 21 st June 2024	From Tuesday 11 th June to Wednesday 19 th June 2024	From Tuesday 11 th June to Tuesday 18 th June 2024	Appeals lodged by the deadline will be heard by this date. <i>Please note we have allowed a 7-day window to conduct all appeals for schools.</i> <i>(max 40 days from appeal lodging deadline)</i> Appeal Hearings to take place at the Holiday Inn, Geddington Road, Corby, Northamptonshire, NN18 8ET
Tuesday 25 th June 2024 to Tuesday 2 nd July 2024	Friday 28 th June to Friday 5 th July 2024	Wednesday 26 th June 2024 to Wednesday 3 rd July 2024	Wednesday 26 th June 2024 to Wednesday 3 rd July 2024	Deadline for Decision Letters to be sent by the Clerk to Parents <i>(5 to 10 working days after the last day of appeal window)</i>

APPENDIX 7 - INFORMATION PACK FOR ADMISSION APPEALS ADMINISTRATORS AT BROOK WESTON TRUST SCHOOLS

CLERK AND PANEL MEMBERS WILL RECEIVE THE FOLLOWING ITEMS DURING THEIR TRAINING

- Application for a school place for NNC school – published annually by NNC - Annually
- Appealing for a secondary place – Published by NNC - Annually
- Appealing for a primary place – Published by NNC - Annually
- Copy of the co-ordinated admissions scheme – Published by NNC - Annually
- Copy of the Schools Admission Code -Published by D of E
- Copy of the Schools Appeal Code – Published by D of E
- Copy of Building Bulletin 103 – Published by D of E
- Copy of the Fair Access Protocol – Published by NNC - Annually
- Copy of NNC Home to School Education Transport Policy – Published by NNC
- Copy of the Designated Teacher for Looked After and previously Looked After Children Statutory Guidance, Roles & Responsibilities – Published by D of E
- Guide to Guidance regarding Infant Class Size Appeals – Obtained from Clerk

The Department of Education Documents are updated when the Legislation changes.

CLERK AND PANEL MEMBERS APPEAL PACKS CONTAIN THE FOLLOWING:

1. List of documents to be included in appeals packs
2. Timetable of interviews for all appellants stage two meetings
3. List of distances for appellants to both to schools involved
4. Copy of Procedural notes for appeal process including the timeline
5. Admission Appeal Facts

NNC documents

1. Applying for a Secondary /Primary school place for year
2. Copy of NNC Co-ordinated Admissions Scheme for year
3. Copy of the School Admission Code

ACADEMY documents

1. Copy of Trust Handbook, Policies, and Procedures
2. Copy of School's Prejudice Statement
3. Copy of appellant Invitation letter
4. Copy of each individual appeal case documentation in alphabetical order
5. Explanation of allocation system / Randomisation process*
6. School rationale for refusing admission

***NB. This applies only to schools using this system**

Map and directions to appeals venue

PARENTS PACKS CONTAIN THE FOLLOWING DOCUMENTS

1. List of documents to be included in appeals packs
2. Individual Invitation letter to appellant with consent form

This will provide them with the date and time of the Stage one for all appellants and the Stage 2 individual appellant appeal meeting.

3. Copy of Procedural notes for appeal process including the timeline
4. Admission Appeal Facts

NNC documents

1. Copy of the Co-ordinated admission scheme for NNC
2. Equal preferencing Statement

ACADEMY documents

1. Academy's Admission Policy
2. Academy's Prejudice Statement
3. Explanation of allocation system / Explanation of randomisation process

NB. This applies only to those schools using this system of allocation

1. Individual students case paperwork to include
 - a) Copy of the application for a school place
 - b) Copy of the offer letter from NNC
 - c) Copy of the appeal application
 - d) Copy of any further information / evidence from appellant

Map and directions to appeals venue

NOTES ON THE PROCESS / WHO DOES WHAT /WHEN

- The school will be informed about student allocated to them
- The school will be contacted by appellants about appeals form if they wish to make an appeal application.
- Clerks will be informed about all appeals lodged and Panel members identified for each school to include 3 members. The members will include a chairperson, education member and Lay member. None of the panel members can sit if they have ever been involved with the school in question.
- The timeline for each school will be set according to the appeal dates allocated.
- The venues are identified and booked, this involves arranging:
 - A large room for the Stage 1 meeting attended by all appellants and the school representatives.
 - A room for the panel members and a room for the school team.
 - A designated area for all appellant to sit.
- When the clerks are informed about the appeals, they will provide the school with a template of the Invitation letter including the names of the clerk and panel members, the venue for the appeals and the dates and times of the stage 1 meeting and a copy of the procedural notes and timeline.
- The school can then insert the date and time for each stage 2 meeting relevant to each appellant to be included in the individual packs and a copy of the procedural notes and timeline.
- All packs must be sent out by mail at the same time to both panel members and appellants.
- During the time between packs being sent and the date of the appeals appellants may present further evidence for consideration, but this must arrive before the timeline cut-off date.
- All appellants are required to return their consent form to either the school by email or mail, or by email to the clerk. The clerk will contact any appellants who have not done this to remind them that it is important.
- On the appeal days the clerk ensures that all involved are where they should be and that appellants, school representatives and panel members are either together or separate to prevent the possibility of prejudice.
- The clerk also records in writing the whole process. The written notes are then held by the clerk for 2 years in accordance with the legislation.
- After all appeals are heard the panel hold the deliberation meeting to decide which, and how many appeal will be upheld.
- The clerk is responsible for writing the decision letters based on the reason supplied by the panel members. The letters are emailed to the panel for their approval and then to the school for printing and mailing.
- All decision letters are required to be with appellants no later than 5 school days after the end of the appeal process. All letters must be posted at the same time to ensure, as far as possible that they all arrive at the same time.

Appendix 8 - Admission Appeals FAQs

Who can appeal?

If you have been refused a place at one or more of your preferred schools, you are entitled to appeal against that decision. If you had not applied for the Academy or have not received a letter refusing admission, you are not entitled to appeal. You cannot appeal for a lower preference school if you have been offered a higher preference school. If your circumstances have changed and you now prefer a lower preference school, you should contact the Local Authority to explain your changed circumstances and find out whether you need to make a new application.

What is the published admission number?

The published admission number (PAN) is the number of pupils in each year group that the admission authority (Brooke Weston Trust) has agreed will be admitted without causing problems for the Academy.

What is School Admissions Code?

This is statutory guidance issued by the Department for Education (DfE) for admission authorities. This can be found [here](#).

What is the School Admission Appeals Code?

This is statutory guidance issued by the DfE to follow when arranging school admission appeals. This can be found [here](#).

What is meant by over-subscription admission criteria?

If the Academy is oversubscribed and receives more applications than there are places available, the published over-subscription admission criteria will be applied to decide which children will be offered a place. Please note that distance from the family home to school is not part of the Admissions Policy of all the schools within the Brooke Weston Trust and you should refer to the individual Admissions Policies for more specific information.

What is the preferred school?

The Local Authority application form requires parents to list schools by preference. This is not the same as choosing a school for their child. Putting a school as a first, second or third preference does not guarantee that school. It is important for you to find out whether your preferences were oversubscribed last year because this will give you an indication of whether your child is likely to get a place.

The appeal application Form

When completing your form, please give as much detail as you can about why you are appealing for a place at an Academy. Claims should be supported by documentary evidence.

Who are the appeals panel?

Appeal panels comprise a minimum of three members, however the panel are able to proceed with two members in accordance with the Appeals Code. They are not connected with the Local Authority or Brooke Weston Trust. They are volunteers and give their time freely in order to assist with the appeals process. All panel members are fully trained before they sit on panels.

Who is the clerk to the Appeal Panel?

This is the person appointed by Brooke Weston Trust to ensure that the admission appeal is conducted properly and in accordance with the School Admission Appeals Code. This person is also able to give independent advice to parents/guardians.

When will I be notified of my appeal hearing date?

You should receive a letter from the admissions authority at least 10 school days before the hearing date. For applications made in the normal admissions round, appeals must be heard within 40 school days of the deadline for lodging appeals. Late and in-year appeals must be heard within 30 school days of the deadline for lodging appeals.

What happens at the appeal hearing?

At the appeal, all parties have the right to attend. This means that both you and a representative from the Academy (the presenting officer) will be able to address the appeal panel. You have the right to be represented or to be accompanied by a friend.

There will be a public first stage appeal, when the Academy presents its case to all parents appealing, who can then ask questions. The panel members may also question the presenting officer. There are then private second stage appeals, when you present your own case.

When you arrive at the Appeals venue, you will be asked to wait until the panel is ready for you. The clerk will collect both you and the presenting officer and take you to where the appeal takes place.

- The chair of the panel will greet you, introduce everyone present and outline the procedure to be followed.
- The presenting officer will explain why a place at the school could not be given to your child and will deal with questions.
- At the Second Stage you will give your reasons why you think an exceptional place should be given for your child at the Academy and will answer any questions.
- The presenting officer will sum up.
- You will sum up.
- The panel members can ask questions at any time and can ask the clerk for advice or guidance at any time.

The decision

The panel will not make their decision until after they have heard the last appeal. You will be notified by letter of the decision.

A panel can only allow or refuse an appeal. They have no influence on your child's position on the waiting list for a school.

The appeal panel's decision is binding and can only be challenged via a judicial review.

The Secretary of State for Education may consider a complaint of maladministration (i.e., the way your appeal was dealt with). In some instances, the Secretary of State may consider whether the panel was correctly constituted and if the panel acted reasonably.

When do I find out the outcome of my appeal?

You should hear in writing within five working days of the appeal – the clerk will tell you on the day when you can expect to hear. The admissions authority must adhere to the decision unless it is later overturned by a court. If you are successful, you will receive a letter from the school offering you a place shortly afterwards.

How many times can I appeal?

For the September intake you can only appeal once per school, per school year. Request for an appeal would need to be made before 31st August of that academic year.

What can I do if I think the appeals process was not carried out correctly?

If you consider there has been maladministration you can complain to the Secretary of State for Education who can recommend a new appeal but cannot overturn the appeal panel's decision.

More information about the appeals process may be found on the Local Authority's website:

<https://www.northnorthants.gov.uk/school-admissions/appeal-school-place>

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/apply-for-a-school-place/admission-appeals>

Appeals held for September 2023 entry (main appeals)

BWT Secondary Academy	Appeals heard	Successful appeals
Brooke Weston Academy	23	2
Corby Business Academy	1	0
Corby Technical School	13	2
Kettering Science Academy	0	0
Thomas Clarkson Academy	N/A	N/A
TOTAL	37	4

BWT Primary Academy	Appeals heard	Successful appeals
Beanfield Primary Academy	0	0
Compass Primary Academy	0	0
Gretton Primary Academy	0	0
Oakley Vale Primary Academy	2	0
Peckover Primary Academy	N/A	N/A
TOTAL	2	0