



RSA

Action and Research Centre

Between the cracks

Exploring in-year admissions in schools in England

*Matt Rodda with
Joe Hallgarten and
John Freeman*

July 2013

Contents

About the lead author and the research team	2
Acknowledgements	3
Executive summary	4
1. Background: why in-year admissions matters	8
2. The RSA's project and methodology	12
3. The policy context: a history of admissions and in-year admissions policy in England	13
4. The National Pupil Database analysis	17
5. The local authority survey and other stakeholder engagement	28
6. Recommendations	36
Bibliography	42
Appendices	45
Appendix 1: Technical note on NPD analysis	46
Appendix 2: Further information on different types of moves made by advantaged and disadvantaged pupils	50
Appendix 3: NPD analysis data tables	53
Appendix 4: Further information on the impact of in-year admissions on attainment	69

About the lead author and the research team

The lead author, **Matt Rodda**, is a former civil servant in the Department for Education and Skills (DfES) who worked on the academies programme and was David Blunkett's ghost writer. Matt also led a major project on parental engagement for the Department's Innovation Unit. He is now a consultant who leads policy projects in the voluntary sector.

Joe Hallgarten initiated the project and drafted the background section and the recommendations, following advice from the lead author and the research team. He also led on editing the report. Joe is Director of Education at the RSA, with a background in teaching, policy analysis and programme leadership.

John Freeman CBE played a significant advisory and editorial role. John is the former Director of Children's Services in Dudley. In 2007/08 he was one of the two inaugural Joint Presidents of the Association of Directors of Children's Services (ADCS). John continues to play an active role on education matters in the Association.

Dave Thomson carried out the analytical work for the project. Dave is an analyst for Fischer Family Trust (FFT) and also works on a freelance basis. He has a background working in local authorities.

Acknowledgements

This is the first major report for several years to examine the issue of in-year admissions in schools in England. We hope it throws light on this complex issue which affects a large number of children and young people disproportionately, many of whom are already at risk of low attainment, and are often vulnerable in other multiple, complex ways. As part of the RSA's commitment to addressing educational disadvantage, we hope that the research can inform debates, policies and practices toward in-year admissions, and admissions overall.

The work has been supported and part-funded by the Local Government Association (LGA), who have remained active, committed partners throughout the project.

The authors would like to thank a number of contributors and supporters for their commitment to this project. We are particularly grateful to Dave Thomson and Becky Allen for their analytical work which went well beyond their original commission. We would also like to thank Alison Critchley from RSA Academies, Ian Keating from the LGA, Kate Wood from the Association of Directors of Children's Services and Paul Dalglish and other colleagues in the Department for Education. In addition we would like to thank the large number of local authority admissions officers, headteachers, academy principals and other professionals who gave their help and support. Although not all of these people will agree with all of our analysis and recommendations, we welcome and appreciate the collaboration of so many people and organisations, and hope that we can continue to improve the system together.

Executive summary

Background and policy context

Moving school during the school year rarely catches the headlines, but matters hugely to the large number of pupils who are admitted in this way, especially those who do so many times. The numbers moving schools at ‘non-standard times’ are far higher than is often realised.

Moving schools in-year can have a positive impact, and many schools ensure that the transition is as smooth as possible. However, research has consistently shown that in-year moves have disruptive impacts on the outcomes of too many pupils. Overall, in-year movers tend to have lower prior attainment, and achieve less well as a result of moving. Moves are clustered in lower attaining schools in more disadvantaged localities, so that pupil mobility has a negative impact on schools already under pressure. Although difficult to prove, it is likely that the current in-year admissions process is reinforcing patterns of segregation in one of the most socially segregated school systems in the world.

The number of in-year moves increased following the growth of parental preference policies and a rise in formal exclusions during the 1990s. The issue received growing attention since 2000, with national policy increasingly trying to restrict the scope for schools to game their intake, through revisions to the Code of Practice. This included the important introduction of Fair Access Protocols (FAPs).

In-year admissions deserves renewed attention now, for three reasons.

First, as part of revisions to the Code of Practice, **the in-year admissions system itself is undergoing rapid change, moving to a more self-administering model.** Responsibility for co-ordinating in-year admissions has transferred from local authorities to the growing number of schools that are their own admissions authorities.

Second, **the volume of in-year admissions may be about to increase,** due to house moves from high cost to lower cost areas caused by changes to housing benefit rules, an increase in the number of young people in care, and a growth in overall pupil numbers leading to a decrease in surplus places.

Finally, the coalition government is, through changes to accountability and the pupil premium, concentrating its energies on closing the attainment gap. Given the demographics of in-year movers, **understanding how the current system of in-year admissions might better serve the most disadvantaged pupils could make a significant contribution to closing the gap.**

Project methodology

Following a literature review, the RSA:

- Commissioned the first ever National Pupil Database analysis of in-year admissions.
- Conducted a survey of local authorities.
- Consulted more widely with schools and other stakeholders.

Evidence from the National Pupil Database

The research analysed NPD data to map in-year moves across England from 2007–12, and found that:

- During 2011–12, there were a total of 300,000 in-year admissions. For every ten pupils who moved from primary to secondary school in September 2011, another six moved schools during that school year.
- The annual number of in-year admissions has not increased during the last five years.
- In-year moves were concentrated in London, some urban unitary local authorities, coastal towns and urban pockets of other local authorities.
- Lower attaining schools received a disproportionate number of in-year movers. In the ‘first registration’ and ‘house mover’ categories, an in-year mover was more than three times as likely to move to a low performing secondary school as move to a high performing school.
- Forty six percent of pupils who moved in-year were eligible for the pupil premium, compared to a national average of 25 percent.
- Twenty nine percent had a special need recorded from the previous year.
- A total of 61 percent of in-year movers were either eligible for the pupil premium, or had a special need, or both.
- The percentage of in-year admissions among pupils in receipt of free school meals (FSM) has been increasing over time, whereas the rate has been falling among non-FSM pupils.
- Pupils who move in-year are more ethnically diverse than their age cohort. Twenty five percent belong to the ‘White Other’ group, which includes Eastern Europeans. Rates of in-year admissions among ethnic minorities have been falling over the last five years.
- The attainment of pupils who make in-year moves is markedly lower than their peers, and lower still among pupils who make multiple in-year moves. Only 27 percent of pupils who move schools three times or more during their secondary school career achieved five A* to C grade GCSEs, compared to the national average of 60 percent.
- Fifty seven percent of in-year returners (who make up 14 percent of in-year moves) were placed within two terms. Fifteen percent found a new school within four terms, and the remaining 31 percent were out of school for at least five terms. Even allowing for moves abroad and to the independent sector, it seemed likely that in any one year around 20,000 pupils are not placed in a school after an absence of a full school term.

Evidence from schools, local authorities and other stakeholders

Our survey and discussions highlighted a number of pressures on the system. While there was a recognition that the new Code needed to be

Responses showed that local authorities and schools were adapting the system to local circumstances

in, there were concerns about some of the unintended consequences of recent policy changes. However, admissions staff and schools offered clear suggestions about how the system could run more effectively and fairly. Many also recognised the advantages of recent changes; local authorities described how they were adapting innovatively to a new, lighter touch role as champion of families.

Ninety two out of 152 local authorities (61 percent) responded to the survey. Seventy percent of were either concerned or very concerned about in-year admissions, with particular worries about a possible increase in the volume of in-year movers and the time it can take to place some children.

Many respondents argued that particular schools were unfairly treated – with surplus places in very fragile schools sucking in in-year movers, many of whom had additional needs. While both schools and local authorities agreed that Fair Access Protocols were crucial, many suggested that FAPs could be applied earlier to reduce time out of school.

The abolition of statutory admissions forums was not perceived as a major issue. Fifty of the 94 authorities were continuing to run an admissions forum on a voluntary basis. Only 15 called for forums to be reinstated as statutory bodies.

Many local authorities are currently reviewing how in-year admissions can be managed, and are keen to learn from the approaches of others. The full report offers examples of emerging local practices.

Overall, responses showed that local authorities and schools were adapting the system to local circumstances. The new Code, aligned with other policy changes, has already stimulated new forms of partnerships. Some schools are stepping up to drive collaboration on in-year admissions across an authority. Many local authorities have persuaded all or most schools to re-delegate the co-ordination of in-year admissions back to the authority. Ultimately, an effective spirit of local collaboration will be a more important contributor to a high quality in-year admissions system than any legislation, regulation or guidance.

Recommendations

Rather than propose changes to the new Code of Practice, the key challenge is to make the current system work as well as possible, especially for the most disadvantaged, whilst continuing to analyse the impact of recent policy changes.

R1: The DfE and relevant national representative organisations should together publish additional guidance on in-year admissions that clarifies roles and responsibilities, and highlights emerging and successful practices, at local authority and school levels.

R2: Local authorities should provide better information for parents and families about in-year moves, partly aiming to discourage unnecessary moves and to reinforce parents' responsibilities to keep schools and the local authority informed of planned moves.

R3: The DfE should encourage schools to make effective use of the pupil premium for in-year movers, and consider additional allocations for disadvantaged in-year movers.

R4: Funding formulae should offer appropriate financial rewards to schools to admit pupils in-year.

R5: Changes to school accountability measures need to ensure that schools are neither unfairly penalised for admitting in-year movers, nor incentivised to neglect the performance of these pupils.

R6: Revisions to Ofsted's inspection framework guidance should encourage all schools to attend to the needs of in-year movers.

R7: Ofsted should inspect the admissions practices of own admission authority schools, as an additional strand of every OAA school's section Five inspection.

R8: Schools and local authorities should try to share and adopt best practices in voluntary co-ordination and Fair Access Protocols to ensure that the most vulnerable undersubscribed schools are not forced to admit an excessive number of in-year movers, and that outstanding schools, especially those with a low number of disadvantaged pupils, admit disadvantaged pupils in-year.

R9: Local authorities should publish in their annual reports to the Office of the Schools Adjudicator data on the length of time for which individual children are out of school, together with an assessment of the reasons for delay, providing names of schools which have declined to accept particular pupils. Local authorities should also consider setting target average and maximum waiting times for placing pupils who move in-year.

R10: The DfE should commission further research to analyse the prevalence of in-year admissions, its impact on outcomes, and the effect of recent policy changes. It should also attempt to link the National Pupil Database to the National Register of Social Housing (NROSH), to explore connections between admissions and housing policy.

R11: The Office of the Schools Adjudicator should report specifically on issues relating to in-year admissions. If given further powers as a regulator, it should ensure a focus on in-year issues.

R12: Local authorities, the Benefits Agency and other bodies' policies and practices should take into account the impact of housing moves on children's education. This should comply with the UN Convention on the Rights of the Child, in particular Article 3 (the best interests of the child) and Article 29 (the right to education).

1. Background: why in-year admissions matters

Defining in-year admissions

An in-year admission can be defined as any admission of a pupil to a school which takes place outside of standard entry times, such as September or January entry in Reception, or January entry in Year 7. In-year admissions include pupils who move between schools; join English schools from outside England, including other parts of the UK; and return to an English school after being outside England or after not being in school. This definition includes pupils who move during the summer holidays, other than in Reception, Year 7 or the year of entry to a junior school or middle school (see Appendix 1 Technical note for more details).

Moving school during the school year may not always catch the headlines, but it matters a great deal to the large number of children who are admitted in this way, especially those who do so many times. The numbers moving within the school year is far higher than is often realised – equivalent to two thirds of the number that move from primary to secondary school at the standard time for transition. As our data shows in section four, around 60 percent of these children already face significant disadvantage: they are eligible for the pupil premium or have a special need. Disproportionate numbers come from ethnic minorities or are in the care system. Moreover, in-year moves are more likely to be clustered in lower attaining schools and in more disadvantaged localities. Layer upon layer of additional challenges are laid on top of these pupils because of their background, circumstances and the schools they attend. Part of this is further multiplied by the process of moving school, which leads to disadvantaged pupils more often than not ending up in schools with lower levels of attainment.

For many children, moving schools in-year has a positive impact on their attainment. Excluded young people can often make a fresh start at a different school. Many families also move home for constructive reasons, and both schools involved endeavour to ensure that the transition is as smooth and positive as possible, with minimal disruption to learning outcomes. Regardless of the reasons for moving, many schools have high quality systems and processes in place for dealing with pupil mobility, both inflows and outflows. The National College for School Leadership's

(NCSL) report on managing pupil mobility offered examples of exemplary practice, whilst asserting that:

‘Meeting the learning needs of pupils in England who join and leave schools at various points in the year – termed mobile pupils here – is a significant challenge which has important educational leadership implications.’

NCSL, 2011, p3

However, as Dobson (2004, 2006) and others (Strand & Demie, 2006; Goldstein, Burgess, & McConnell 2007) show, and our data in section four confirms, an in-year move or series of moves has a negative impact on the outcomes of very many young people. Educational penalties for mobile children have been linked with the impact on social relationships. One way that this has been explained is that mobility can strain or sever relationships with significant others, leading mobile children to develop friendship orientations characterised by low levels of trust and security, and preventing them from establishing positive learning orientations (Brown, 2012). Furthermore, children’s orientations towards teachers, peers, and broader institutional integration following educational transition are often moderated by deep-rooted family factors, such as attachment patterns (Carr et al., 2013), suggesting that the social effects of transition operate in relation to a complex interaction between family systems and disruption in social relationships (Brown and Carr, 2013).

Taken in aggregate, pupil mobility has a negative impact on those schools which are most under pressure. Overall, in-year movers tend to have lower prior attainment, and tend to achieve less well as a result of these moves. If, as Allen and Burgess (2011, 2013) have shown, school choice matters more for deprived and lower ability pupils than for more affluent and higher achieving pupils, this effect is compounded by any in-year admissions processes.

The OECD (2012) has recently stated that England has one of the most socially segregated school systems in the world. This has been affirmed by recent Sutton Trust research demonstrating the unrepresentative intakes of the vast majority of the 500 comprehensive schools with the best GCSE results. Peter Lampl of the Sutton Trust has argued that ‘whatever the average ranking of English education, one thing is certain: we need to reduce social segregation in schools.’

In a recent report on social mobility Francis stated that ‘the contribution of the education system to enhancing social mobility will always be limited while school admissions in England operate in such a segregated way. The government needs to revitalise moral purpose across the system and take decisive steps to realise the benefits of social mixing’ (Francis 2013, p16).

Although reducing social segregation has never been a clear policy goal of our admissions system, reducing the attainment gap has been an ambition for decades, so any part of the system which appears to be increasing segregation merits further scrutiny. Although difficult to prove empirically, it is likely that the current in-year admissions process is reinforcing rather than countering patterns of segregation.

So the process through which we decide how children choose and are allocated to schools at non-standard admissions times has always

mattered, especially for the most vulnerable children. However, when examining England's current political and economic context, it appears that the issue deserves particular attention at this moment in time, for three reasons.

First, as part of overall changes to admissions through the new Code of Practice, coming fully into force from 2014, **the in-year admissions system itself is undergoing rapid change, moving to a more self-administering model within a lighter touch Code of Practice.** The growing number of schools that are their own admission authorities, such as academies and voluntary aided schools, can now take responsibility for their own in-year admissions processes. The 2012 report from the Office of the Schools Adjudicator (OSA) stated that:

'The second most frequently cited issue [from local authorities] is concern about what may happen when local authorities no longer have responsibility for in-year admissions. They say they cannot be confident that they will be able to ensure that children without a school place, especially children with particular needs, will be monitored and proper provision made for them when parents go direct to a school that is its own admission authority and ask for a place. If the parent is simply told the school is full, local authorities are not confident that the school will point out that the parent has the right of appeal. There is a degree of anxiety that those schools that are reluctant to accept children now will be even less willing to admit certain children once they receive applications direct for in-year admission.'

OSA, 2012, p114

Changes to in-year admissions processes may lead to positive outcomes, but any policy change needs watching for unintended consequences

Diversification of our school system may bring overall benefits for learners, but also risks further marginalising and neglecting the lowest attaining pupils, or promoting 'gaming' by schools to attract higher attaining pupils mid-year. There may also be child protection and safeguarding issues at stake here. Changes to in-year admissions processes may lead to positive outcomes, but any policy change needs watching for unintended consequences.

Second, although difficult to predict, **the volume of in-year admissions may be about to increase.** The introduction of a cap on housing benefit and other changes to the benefits system may have a significant impact on families living in social housing in high cost areas such as inner London boroughs. This could lead to considerable movement of families within England. Margaret Hodge MP described the situation as having the 'potential for sudden and unmanageable movements of population' (BBC News Report, 1 November 2012). A report by the National Audit Office estimated that tens or even hundreds of thousands of families could be affected by the capping of housing benefit, and Shelter has already taken action in the High Courts to prevent evictions (National Audit Office, 2012. BBC News Report, 1 November 2012).

The rapid increase in pupil numbers in certain parts of the country has resulted in a significant reduction in the proportion of schools holding surplus places, meaning that those pupils who move in-year out of necessity rather than choice are likely to be more concentrated in fewer schools. The recent growth in numbers of young people entering the care system and their relocation to particular parts of the country may also have an

impact, as may any potential increase in school exclusions as a result of changes to the appeals system. We may see a new group of localities and schools which face the challenge of a significant rise in in-year admissions, or further pressure on areas which already deal with large numbers.

Finally, the coalition government is, through changes to the accountability system and the introduction of the pupil premium, further concentrating its energies on closing the attainment gap, as well as raising overall attainment. Given the demographics of in-year movers, **understanding how the current system of in-year admissions might better serve the most disadvantaged pupils could make a significant contribution to closing the attainment gap.** As Coldron et al. (2008, p3) suggest:

‘The debate about admissions, while often appearing to be about arcane technicalities, does in fact go to the heart of current policies about how best to achieve social justice, an improved education system and a cohesive society.’

2. The RSA's project and methodology

The RSA's research provides the first analysis of the scale and pattern of in-year moves during recent years. It aims to provide a clear diagnosis of the current situation and make some evidence-based predictions about future developments. Through this research, it aims to produce relevant, actionable recommendations for national policymakers and regulators, local authorities and academy chains with influence over admissions processes, and schools themselves. Whilst not shying away from challenging national policy, the research accepts that recent changes to the Admissions Code need time to bed down and for their impact to be understood before further changes are recommended. It may be that a period of relative stability to the admissions system, whilst allowing space for local innovation in response to local context, has more of a positive impact on learners than any attempt at radical or incremental change.

To undertake the research we carried out a number of activities:

- An analysis of the National Pupil Database (NPD). This contains highly detailed data on pupil characteristics, including attainment, ethnicity, whether they are eligible for the pupil premium and a range of other factors. It is updated by a termly census of all English schools.
- A survey of local authorities in England, with the support of the Local Government Association and the Association of Directors of Children's Services. Sent to head of admissions teams and chairs of admissions fora, the survey had a high response rate of 61 percent, with 92 out of 152 local authorities responding.
- A short review of the most relevant policy and academic literature.
- A seminar to discuss our early findings and develop recommendations, with participants including headteachers, local authority officers and national policymakers.

The project focussed on the process of in-year admissions up to the moment when a pupil arrives at his or her new school. Post-admissions practices, the way in which schools handle pupil mobility and support the learning of in-year movers, was out of the scope of this report. For a summary of practice, including case studies of excellent practice, see the NCSL's report on pupil mobility (NCSL, 2011).

3. The policy context: a history of admissions and in-year admissions policy in England

An introduction to admissions policy

Admissions policy has remained a changing and sometimes highly controversial subject, going through three distinct phases in recent years.

A quasi market developed during the late 1980s and 1990s, with the National Curriculum, performance tables and the introduction of Ofsted reports giving parents more information about schools. At roughly the same time, the House of Lords Greenwich Judgement of 1989 led to parents having the right to apply for school places for their children at state schools outside their home local authority.

The system became more closely regulated from 1998 with the passing of the School Standards and Framework Act and through subsequent Admissions Codes.

While the political emphasis and rhetoric has always been on parents choosing a school, the practical reality has always been on the expression of ‘parental preference’ and the ability or otherwise of the system to deliver that preference. This paradox at the heart of the admissions system has led to many of the tensions that the various Codes have been designed to resolve. But since the paradox between ‘choice’ and ‘preference’ remains, so do the tensions.

Since 2010 there have been further changes towards what the Department for Education regards as a self-regulating system. The 2012 Code is described by the Department as a permissive document which is open to interpretation at local level. However, regulation to protect the interests of vulnerable groups has been retained and extended, and some former practices have remained outlawed. The expansion of the Academies Programme has also seen a significant increase in the number of schools which are their own admission authorities. The box below outlines changes to admissions policy since 1998.

A brief history of admissions policy in England 1998–2013

1998 School Standards and Framework Act and subsequent regulations and guidance

- Code of Practice introduced.
- Admissions appeal panels were made independent from local authorities and the governing body.
- All admission authorities had to have regard to the Code of Practice.
- Office of the Schools Adjudicator established.
- Admission forums established.

2003 Admissions Code and related regulations and guidance

- General tightening of measures to protect pupils. For example, interviews with parents banned at faith schools.
- Code still based on admissions round – only included one three page chapter on in-year admissions.

2007 Admissions Code and related regulations and guidance

- All admission authorities required to 'act in accordance' with the Code's mandatory provisions (rather than 'have regard' for the Code).
- Greater guidance on in-year admissions (see below).

2009 Admissions Code

- Local authorities given the legal responsibility to co-ordinate in-year admissions.
- Introduction of Fair Access Protocols (see below).

2010 Admissions Code

- Admission authorities must provide the option of a school place for four year olds in the September following their fourth birthday, and must include the option of part-time provision.
- Parents can also defer their child's entry until later in the same school year and keep the place for that child.

2012 Admissions Code

- Local authority co-ordination becomes voluntary.
- Greater priority for some vulnerable children, extending to high priority status in over subscription criteria to children formerly in care.

In-year admissions policy

Although no national data is available, there is a general consensus that the number of in-year moves increased following the growth of parental preference policies and a rise in formal exclusions during the 1990s. Many schools in hot-spot areas also experienced a growth in pupils from overseas due to migration during the mid to late 1990s, much of this occurring at non-standard times during the school year.

The 1998 School Standards and Framework Act referred to in-year admissions, but as a much smaller part of a greater whole. The Act was intended to reduce the scope for schools to 'game' the system, but the most noticeable examples of gaming were in admissions at the start of

Since 2004, local authorities have been required to co-ordinate the application for and allocations of school places for the 'normal' admissions round each year

the school year. The 2003 Code continued in a similar vein. Policy showed an awareness of in-year admissions, although the Act and the Codes were primarily changed to deal with 'gaming' at admission to reception or more often at the beginning of the secondary phase.

Since 2004, local authorities have been required to co-ordinate the application for and allocations of school places for the 'normal' admissions round each year. As in-year admissions became a more prominent issue for policymakers, the School Admissions Code 2009 and regulations introduced an additional requirement on local authorities to co-ordinate in-year school admissions, from September 2010. This brought it into line with applications for the normal admissions round and meant that parents only had to apply to one agency – the local authority in which they live – and not to individual schools. The local authority then made the offer of a place for the school with available places which a parent had given as the highest preference.

The 2012 Code removed the requirement on local authorities to co-ordinate in-year admissions from 2013/14. Local authorities can still manage in-year co-ordination if the schools wish them to do so. Own admission authority schools must, on receipt of an in-year application, notify the local authority of both the application and its outcome. This was intended to help local authorities monitor and track children missing education. The Code also introduced a new primary national offer day – the first of which will be 16 April 2014.

Fair Access Protocols

Fair Access Protocols were also developed to help facilitate fair admissions in the most challenging cases where children were hard to place. FAPs play a key role in the in-year admissions process for the most vulnerable pupils. Every local authority has been required to have a FAP since 2009; there is also detailed guidance on how they should operate, although this is not statutory (see box).

The 2012 Code removed some of the detailed guidance on the operation of Fair Access Protocols to allow local authorities to take account of local circumstances and sensitive issues in their area. The Code also removed the 'exceptional circumstances' where a governing body could refuse to admit children with challenging behaviour, ie a Fresh Start school or Academy open for less than two years, where a school has been given a 'notice to improve'. This was intended to level the playing field for all these schools, as prior to this there was a perceived unfairness in that such schools (which were typically undersubscribed) received a disproportionate share of 'difficult to place' children, thus compounding their difficulties. In her annual report the Chief Schools Adjudicator recommended that the Department should issue guidance to all local authorities and schools, including academies, to ensure that the time that a child is not in education is kept to a minimum. The Department issued non-statutory guidance in November 2012, setting out some key principles to ensure that children without a school place are found one as quickly as possible, by clarifying expectations on local authorities and schools and ensuring that, when necessary, disputes about individual cases are escalated efficiently.

Fair Access Protocols (FAPs)

FAPs come into operation when a child has not secured a school place under in-year admission procedures. Since these involve parents identifying a school, making an application, being refused, perhaps appealing for a place, and perhaps repeating this for several schools, the child is likely to have been out of school for some time before the FAP is triggered. It is therefore important that the FAP operates effectively and in a timely way.

FAPs are devised by local authorities in partnership with headteachers in the light of local circumstances, and have to be agreed by the majority of schools (including academies) in the area. FAPs apply to all schools whether or not they have individually agreed the FAP. The categories of children who must be covered by a FAP include children who have been out of education for two months or more. FAPs are typically operated by joint local authority/headteacher panels which typically meet monthly.

Where a maintained school fails to admit a child under the FAP the local authority may direct the school to admit, which involves consulting the governing body. The governing body may appeal to the Schools Adjudicator within 15 days. The Schools Adjudicator then either upholds the direction or determines that another school must take the child. Where an academy fails to admit a child under the FAP the local authority informs the Secretary of State who may seek advice from the Schools Adjudicator.

Because of the need to consult a governing body, to leave time to appeal, and for the Adjudicator or the Secretary of State to make a decision, a child may be out of school for several months, which might include some or all of the following delays:

- 60 days before the FAP is triggered, while the parents seek a school place;
- 30 days (typically) awaiting a FAP panel meeting;
- 15 days (maximum) awaiting a decision by the governing body;
- 'a period' of mediation before a direction is made or the local authority requests the Secretary of State to direct;
- for academies, seven days between the Secretary of State informing the academy of the local authority request and the consideration by the Secretary of State;
- for academies, an indeterminate number of days while the Secretary of State seeks advice from the Adjudicator and makes a decision;
- an indeterminate number of days between the direction and the actual admission.

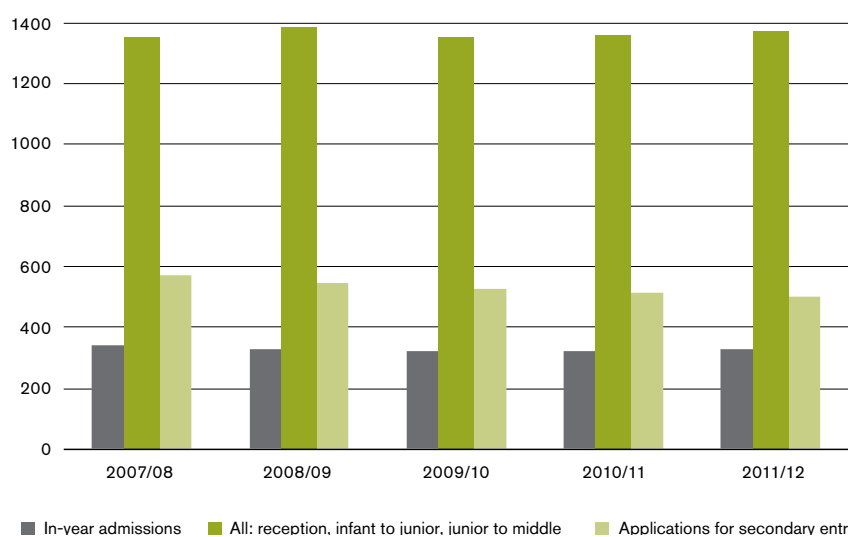
Although there are variations on how FAPs work in practice, and some concerns about the attitudes of particular schools, there is a general consensus that FAPs have contributed to supporting hard to place pupils find a school more quickly, efficiently and fairly.

4. The National Pupil Database analysis

The national picture and local variations

Our analysis from the National Pupil Database, the first ever conducted on this issue, shows that the number of children moving between schools outside of standard entry times has remained at the same high level for several years. During 2011–12, there were a total of around 300,000 in-year admissions. For every ten pupils who moved from primary to secondary school in September 2011, another six moved schools during the same school year.

Figure 1: Number of admissions by academic year, state-funded mainstream first, primary, junior, middle and secondary schools in England (thousands)



However, even this large England-wide figure does not explain the full extent or impact of in-year admissions as they are concentrated in particular local authorities, predominantly happen in the primary phase and certain years at secondary school and disproportionately affect certain types of pupil.

Unsurprisingly, in-year moves were concentrated in London, in some urban unitary local authorities and coastal towns and in the more urban areas within local authorities.¹

1. Isle of Wight has undergone a major reorganisation of primary and secondary schools and it is possible that this may have skewed the results for the county. However, Blackpool and Medway provide other examples of coastal local authorities with higher in-year admissions.

Figure 2: Rate of in-year admissions by local authority 2011/12

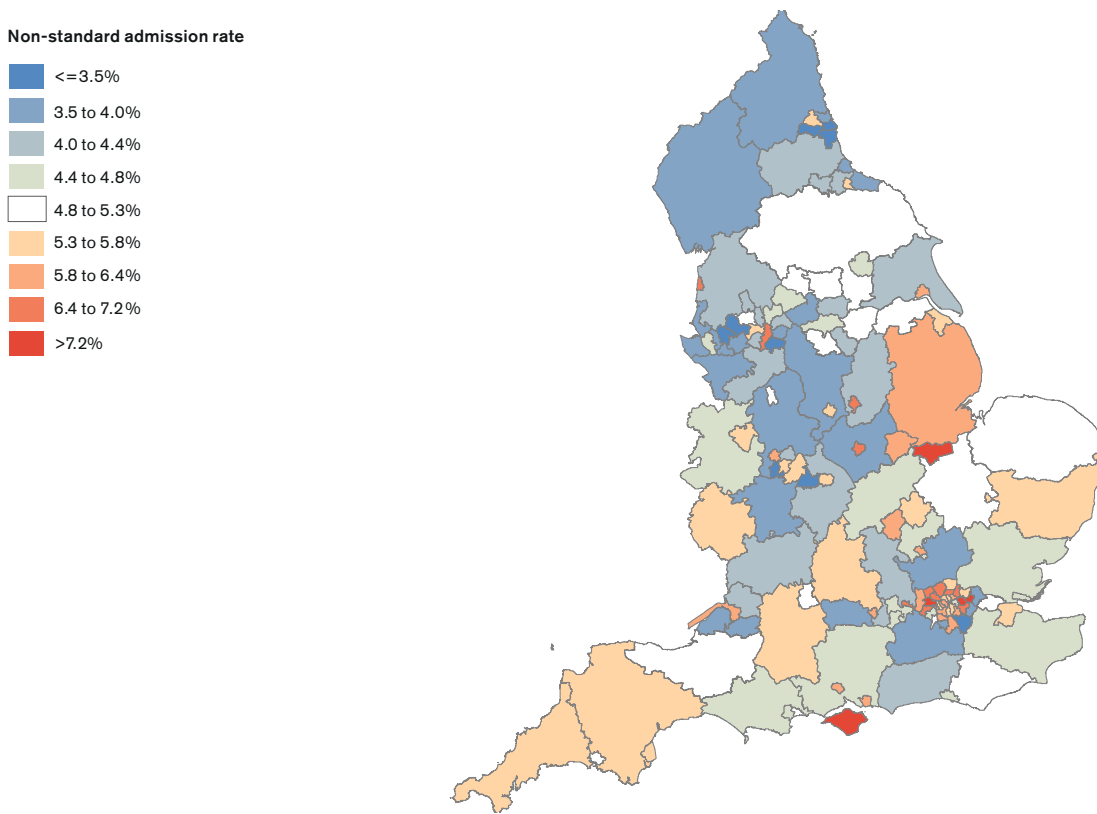
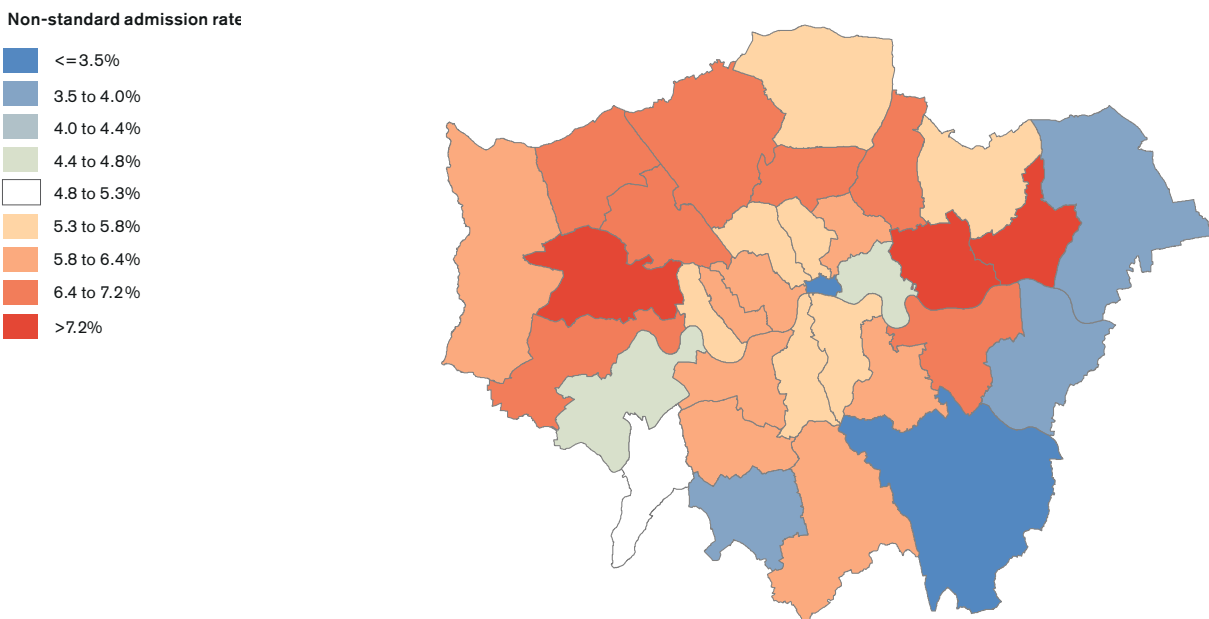


Figure 3: Rate of in-year admissions by London Borough 2011/12

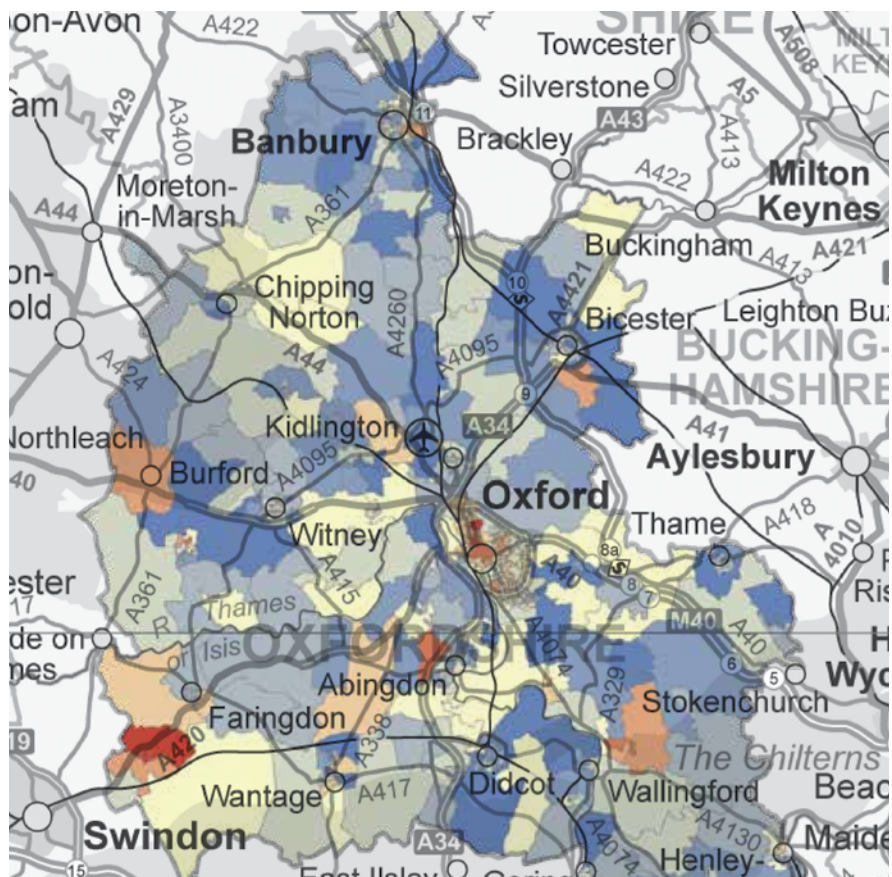
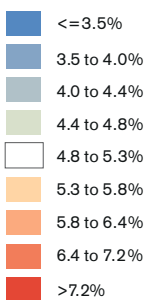


Significant variation also occurred within London, with no clear inner/outer London split.

Local authority averages often mask wide variations within local authorities. The rate of in-year admissions in Oxfordshire, for example, was slightly above average in 2011/12 at 5.4 percent. However, rates for super output areas range from under two percent in rural areas to over 20 percent within parts of Oxford City and around forces' bases. The map below shows Oxfordshire, with hot spots in Oxford itself and in the south west of the county around the base at Shrivenham, near Farringdon; in the west near RAF Brize Norton, near Burford and in the south east near RAF Benson, near Wallingford.

Figure 4: Rate of in-year admissions in Oxfordshire 2011/12

Non-standard admission rate



Research from Janet Dobson and others has demonstrated that in-year moves are further concentrated in particular schools within local authorities, largely as a result of the surplus places rules (Dobson and Pooley, 2004, DfE, 2003). The NPD data demonstrates the extent to which lower attaining schools are receiving a disproportionate number of in-year moves, especially in the ‘first registration’ and ‘house mover’ categories. In those categories, an in-year mover is more than three times as likely to move to a low performing secondary school as move to a high performing secondary school.² This inequity of access will inevitably have a negative impact on their attainment.

2. It would be possible to repeat this part of the analysis for primary schools.

The tension between trying to maintain fair admissions and school improvement showed the importance and difficulty of this aspect of admissions policy. It suggested very clearly that there was a need for further policy development of Fair Access Protocols, accountability measures and funding in this area to address legitimate concerns of schools and local authorities.

Figure 5: In-year admissions by type and school attainment band, secondary age pupils 2009/10 to 2011/12 inclusive

Key Stage 4 attainment band	First registrations	Those returning to the state system	House movers	Switching school but not moving house	All in-year admissions	All pupils Y7 – Y11
Highest 20%	8%	12%	9%	13%	11%	21%
Second highest 20%	14%	18%	18%	19%	18%	22%
Middle 20%	19%	20%	22%	22%	21%	21%
Second lowest 20%	27%	24%	25%	24%	25%	19%
Lowest 20%	32%	26%	26%	23%	26%	17%
Schools with KS4 results	48,739	58,766	69,309	80,888	257,783	
Schools without KS4 results ³	946	1,511	2,502	2,972	7,935	
Total	49,685	60,277	71,811	83,860	265,718	

High performing schools appear more likely to admit those returning to the state system or moving schools but not moving house. It is likely that these movers are making a positive choice, and are more affluent with higher prior attainment. This is reinforced by the work of Gibbons and Ethan, (Gibbons and Telhaj, 2007) showing that some house movers and switchers are clearly making positive decisions to move their child in-year.

Thirty seven percent of house movers and 32 percent of switchers move to a school with at least a 10 percentage point higher rate of pupils achieving five or more A* to C at GCSE, including English and maths. Some of these may be making an ‘off waiting list’ move, where the parents believe that a move to another school will benefit rather than hinder the child’s achievement. By contrast, a larger group of 36 percent of house movers and 43 percent of switchers will move to a school with at least a 10 percentage point lower rate of pupil achievement at GCSEs.

If, as many local authority officers we spoke to claimed, more advantaged pupils are using in-year admissions to exercise choice and move to higher performing schools with more advantaged intakes, this also has equity implications.

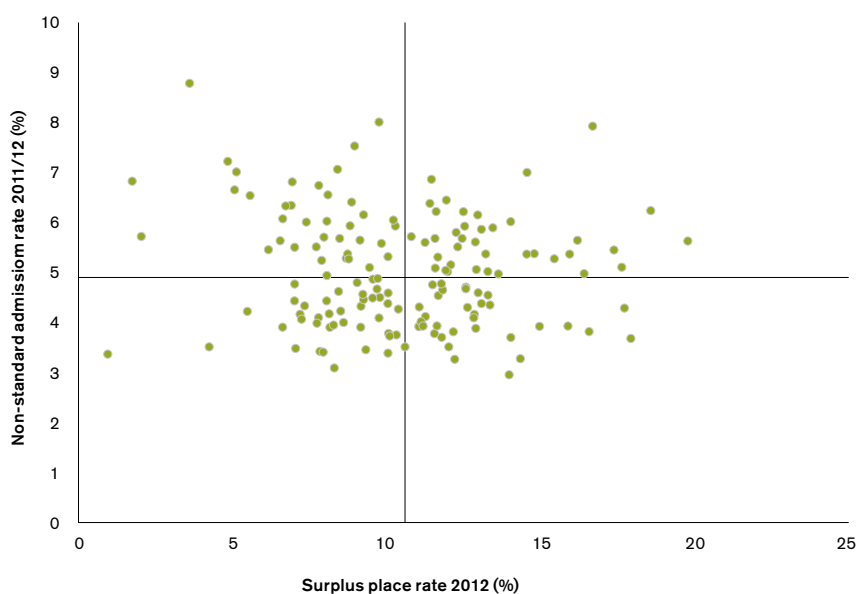
The surplus places issue was raised frequently in conversations and in our survey, so was analysed at local authority level using the NPD. This showed a group of local authorities with large numbers of pupils moving through in-year admissions who are chasing a small number of surplus places. This combination was likely to create extreme pressures within certain areas.

3. Includes middle schools and new schools

More advantaged pupils are using in-year admissions to exercise choice and move to higher performing schools with more advantaged intakes

Local authorities plotted in the upper-left quadrant of Figure 6 had above average rates of in-year admissions and below average rates of surplus places (EFA, 2013). This includes three local authorities in East London: Newham, Redbridge and Waltham Forest. However, high rates of in-year admissions also occur in some local authorities with high levels of surplus places such as the Isle of Wight and Nottingham City.

Figure 6: Local authority in-year admission data from the NPD analysis and surplus place rates 2011/12, (EFA, 2013)



Pupil characteristics

Forty six percent of the children who move in-year are eligible for the pupil premium, compared to a national average of 25 percent.⁴ Twenty nine percent have a special need recorded from the previous year, higher than the national average.⁵ Because these two groups overlap, a total of 61 percent of in-year movers are either eligible for the pupil premium, or have a special need, or both.

The analysis also showed that pupils who are eligible for free school meals (FSM) are more likely to be admitted in-year than their peers, and that the percentage of in-year admissions among pupils in receipt of free school meals has been increasing over time, whereas the rate has been falling among pupils who are not in receipt of FSM.

4. Pupil premium is a broad measure of disadvantage. It includes a wider group than those pupils with FSM as it covers all pupils currently in receipt of FSM; any who have been in receipt of FSM in the last six years, forces children and those who have been in care continually for six months or more. As mentioned above, it does not include those with special needs. See the Appendices for further details of different types of moves made by advantaged and disadvantaged pupils.

5. When the data for a pupil's highest level of special educational needs (SEN) was analysed (either prior to or following admission), it showed that rates of non-standard admissions are much higher among pupils with SEN met by School Action Plus. However, there was very limited post-admission data for pupils admitted in 2011/12.

Pupils who move in-year are much more ethnically diverse than their age cohort as a whole. For example, around 25 percent of in-year movers belong to the ‘White Other’ group, which includes Eastern Europeans. Rates of in-year admissions among ethnic minorities have been falling over the last five years. However total numbers of pupils have been increasing as pupils from such backgrounds have settled in England. The net effect has been a relatively steady overall rate of non-standard admissions at national level.

Figure 7: Ethnicity of in-year admissions and all pupils (%)

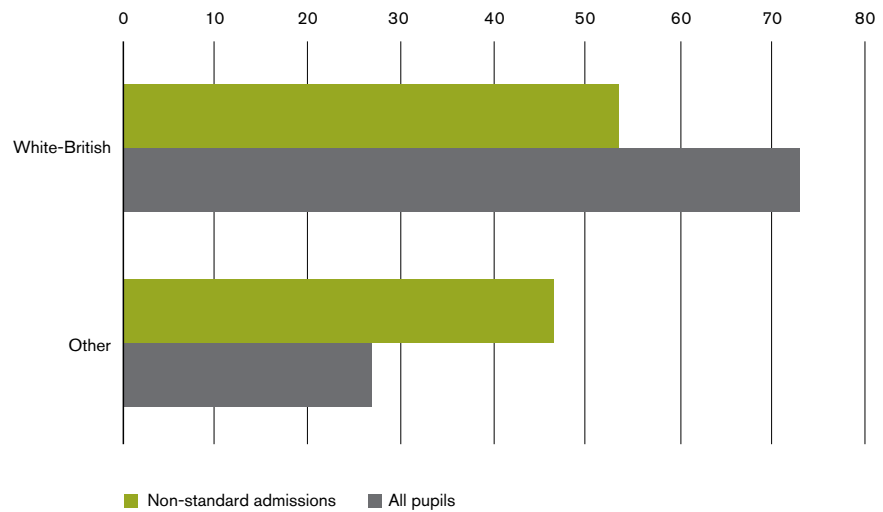
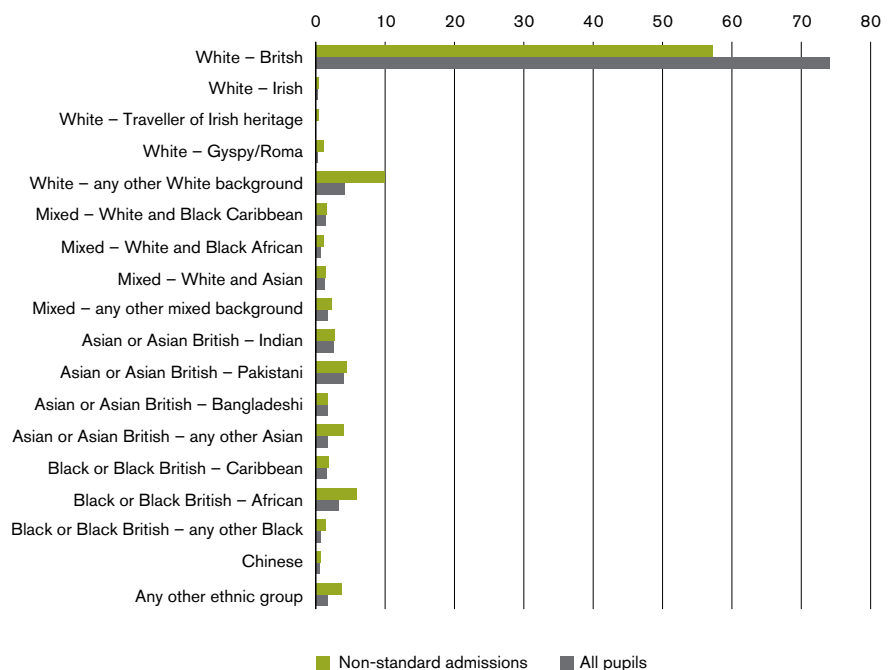


Figure 8: Ethnicity of pupils moving in-year and all pupils (%)



Due to time constraints, it was not possible to undertake an analysis of the exclusion histories of in-year movers. With 5,000 pupils permanently excluded in England during 2010–11, this suggests that around one percent of the 300,000 annual in-year moves occur as a result of exclusion. This does not include managed moves or ‘grey’ exclusions, which cannot be identified using NPD data.

Prior attainment

Given their other characteristics, it is unsurprising that the NPD data showed that in-year movers were more likely to have lower prior attainment. The levels of, and reasons for, unrecorded prior attainment means that, in reality, this pattern is probably even more pronounced.

Figure 9: Prior attainment of in-year movers by quartile 2011–12

Prior Attainment	First registration (%)	Returns (%)	House movers (%)	Switchers (%)	All (%)
Highest 20%	0	12	11	12	12
Second Highest 20%	0	15	15	16	15
Middle 20%	0	18	19	19	19
Second Lowest 20%	0	21	24	24	23
Lowest 20%	0	34	31	29	31
Recorded	0	73	90	90	71
Not recorded	100	27	10	10	29

Post-move attainment

Compared to their peers, the attainment of pupils who make in-year moves is markedly lower, particularly at Key Stage 4. Furthermore, attainment is lower still among pupils who make multiple in-year moves. Only 27 percent of pupils who move schools three times or more during their secondary school career achieve five A* to C grade GCSEs, compared to the national average of 60 percent.

Although this data does not account for other factors, it still reveals the systematic underperformance amongst in-year movers, especially those who move frequently. There are three possible reasons for this:

1. Direct effect: in-year moves are disruptive, including to the social and neighbourhood relationships that can support positive outcomes for learners (Brown, 2012).
2. Indirect effect: pupils who need to make an in-year move will not be able to access high performing schools that have no spare places.
3. Family background: pupils who move in-year come from families with more challenging home circumstances.

Further analysis of NPD data could reveal more about the relative weight of these effects.

Figure 10: Attainment at Key Stage 4 2011/12 by number of in-year moves made between 2007/08 and 2011/12 (state-funded mainstream schools)⁶

Number of in-year moves	% five or more A* to C at GCSE (or equivalent) including GCSE English & maths	% English Baccalaureate	% expected progress in English	% expected progress in maths	Number of pupils
0	62	18	71	71	486701
1	44	9	58	60	55949
2	34	6	50	49	7620
3 or more	27	3	41	38	1327
All pupils	60	16	69	70	551597
Disadvantaged pupils	40	6	56	53	134767
Looked after children	24	2	44	41	3393

Figure 11: Attainment at Key Stage 2 2011/12 by number of in-year moves made between 2008/09 and 2011/12 (state-funded mainstream schools)

Number of in-year moves	% level 4 or above in English & maths	% level 5 or above in English & maths	% expected progress in English	% expected progress in maths	Number of pupils
0	82	29	91	89	435526
1	70	20	87	84	81313
2	65	15	86	82	14038
3 or more	57	11	84	77	3311
All pupils	80	27	90	88	534188
Disadvantaged pupils	69	14	88	83	154538
Looked after children	54	7	84	78	2519

Housing issues

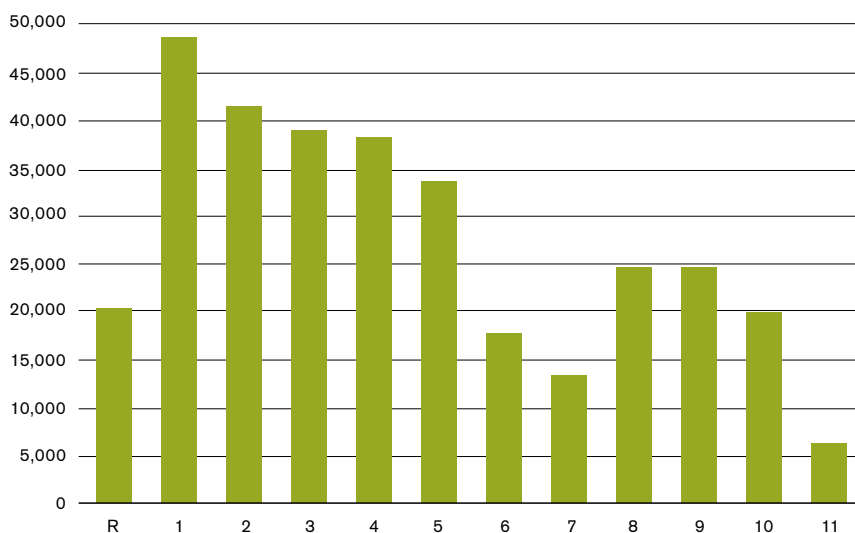
The research also tried to establish whether there was a link between families moving because of changes in social housing and in-year admissions. The analysis examined what data existed that might show this, or whether there were any proxies for this. Unfortunately, the NPD does not hold data about housing and although the analysis could show moves from one local authority to another it was not possible to identify those pupils who lived in social housing, or who were moving as a result of changes to social housing policy. Details of movements between local authorities are listed in the data tables. This analysis might be possible in the future.

⁶ These tables are based on pupils attending state-funded mainstream schools (including academies). Pupils attending independent schools, special schools and other forms of provision are not included.

Timing

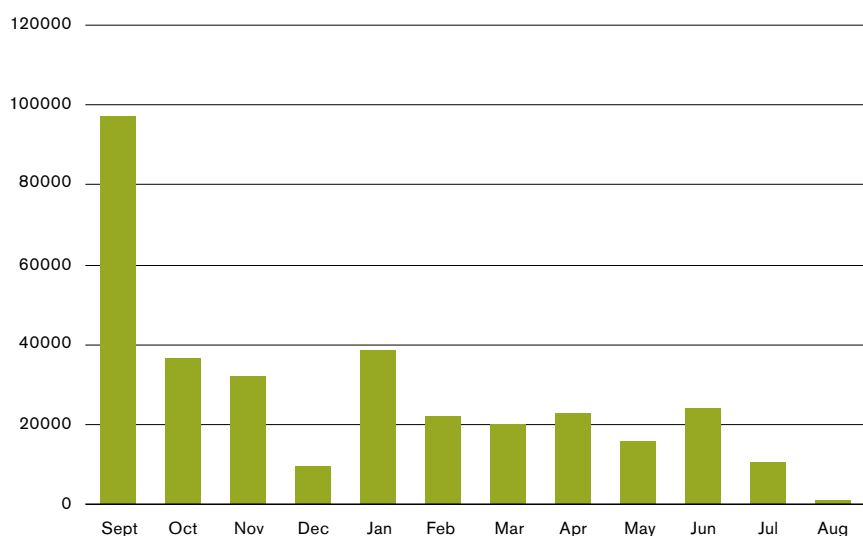
In-year admissions are not only concentrated by geography but also by year group, and even by term of entry, adding further pressures on some groups of children and some schools.

Figure 12: Number of in-year admissions by national curriculum year group 2011/12, state-funded mainstream schools in England



In-year admissions are not evenly spaced through the school year, but instead often coincide with the start of the academic year in September (30 percent), academic terms in January and after Easter, and following the summer half term in June.

Figure 13: Number of in-year admissions by month and academic year, state-funded mainstream schools in England



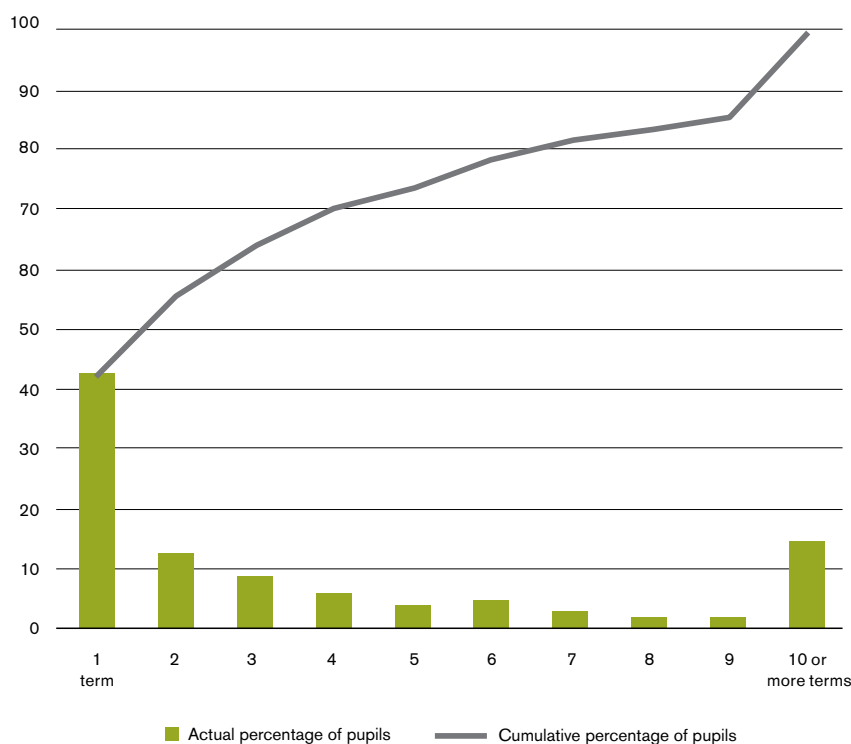
Length of time

Much of the literature, and conversations with many stakeholders, raised serious concerns about the length of time some pupils may be out of school waiting to be placed in a new school. However, most local authorities do not appear able to hold accurate information, partly since parents may not let local authorities do this if their child's situation has changed. Although the nature of the data held on the NPD makes it hard to be clear about the full extent of this problem, the analysis does suggest that this is a serious educational and safeguarding issue.⁷

The analysis showed that 57 percent of in-year returners (who make up 14 percent of all in-year moves) were placed within two terms. Another 15 percent found a new school within four terms, and the remaining 31 percent were out of school for at least five terms. This means that, in the three years 2009/10, 2010/11 and 2011/12, almost 60,000 pupils missed up to a full term of schooling, with a further 30,000 missing up to three terms. Another 30,000 missed more than a full school year. Some of these pupils may have gone abroad or into schools in the independent sector. However, even allowing for moves abroad and to the independent sector, and under recording, it seemed likely that in any one year around 20,000 pupils have not been placed in a school after an absence of a full school term. For the average-sized local authority, this would amount to approximately 200 pupils.

The analysis showed that 57 percent of in-year returners (who make up 14 percent of all in-year moves) were placed within two terms

Figure 14: Number of terms out of school, in-year returners, 2011–12



7. The NPD does not capture the exact date a pupil leaves a school or their destination. The NPD data returns are collected on a termly basis so cannot be used to show children out of school for less than a school term.

Since these children are likely to be the hardest to place and the most vulnerable, this prolonged absence from education is likely to have a significant detrimental effect on their future education and their life chances. Of all the concerns expressed through this research, this is probably the greatest. As one seminar participant responded:

‘I have recently been dealing with the case of a Year 10 boy excluded in February. The case finally reached the Fair Access Protocol panel in May, with the academy challenging his placement there, the Secretary of State upholding the Academy’s refusal to admit on grounds of a flawed process, and the local authority being faced with having to go through the whole process again. The child has been out of education for five months. He will have lost education time, lost the habit of learning, lost any motivation to reintegrate, and lost any faith in the ‘education system’. His life chances will be very much worse than before and his chances of becoming NEET (not in education, employment or training) approaching 100 percent – with all the social consequences that follow.’

5. The local authority survey and other stakeholder engagement

Ninety two out of 152 local authorities responded to our survey, revealing a high level of local interest in this issue. Our survey and conversations with stakeholders highlighted a number of pressures on schools and local authorities as they tried to administer the system. While there was a recognition that new policy needed to be in there were real concerns about some of the unintended consequences of recent policy changes. However, admissions staff and schools did offer very clear suggestions on how to help the system run effectively and fairly. Many also recognised the advantages of moving to the new system, and local authorities also described how they were adapting innovatively to a new, lighter touch role as champion of children and parents.

Issues and concerns

The number of in-year admissions dealt with annually by responding authorities varied from a total of 450 to 11,500 per year, reflecting significant differences between local authorities which were described in the NPD analysis.

Overall, the survey revealed a high level of concern with the issue of in-year admissions, with 70 percent either concerned or very concerned.

The main concerns appeared to be around the overall management of the admissions process, and how the system can work for the most vulnerable pupils.

In the seminar, staff from many authorities and a children's charity expressed fears that own admission authority schools would make decisions about who to admit in-year which they perceived were in their interests rather than the interests of any particular child.

Interestingly, although local authorities were concerned about the overall growth of own admission authority schools, there were more nuanced differences in their perception of the level of influence they had over different types of school (see the tables following). There seemed to be a perceived reduction in the level of influence but this still remained relatively high even in relation to academies, with an overwhelming majority of those who replied describing their influence over academies as strong or fair.

Figure 15: What is your LA admissions forum's view about the overall issue of in-year admissions:

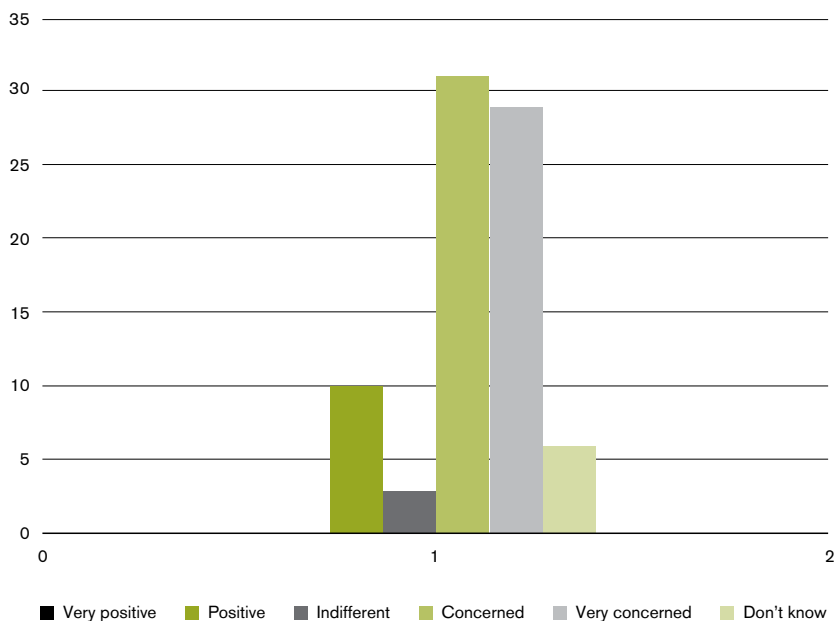


Figure 16: To what extent do you agree/disagree with the following statements about the transfer of in-year admissions responsibilities to individual admissions authorities:

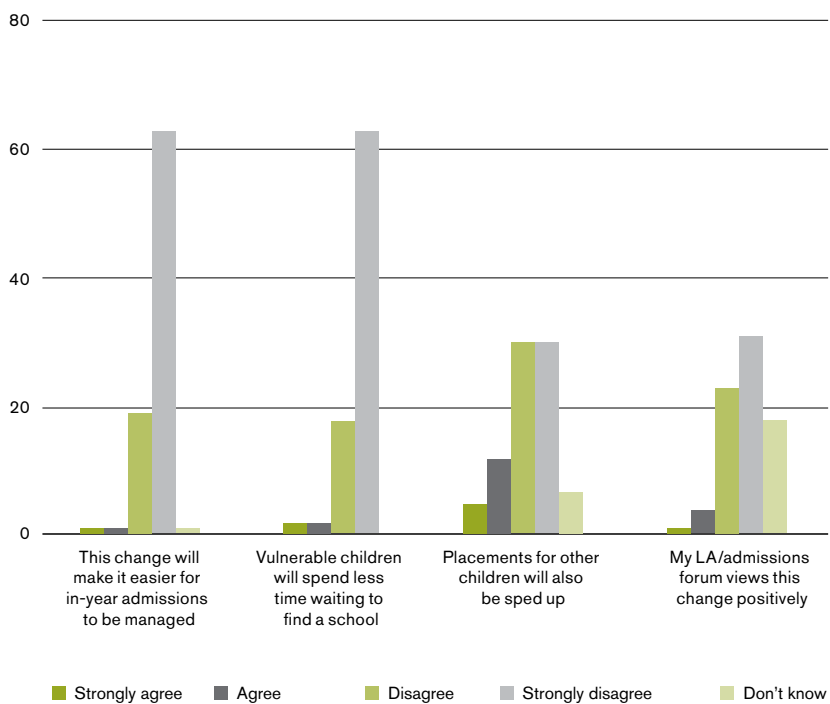


Figure 17: What is your LA admissions forum's view about the growth of own admission authority schools:

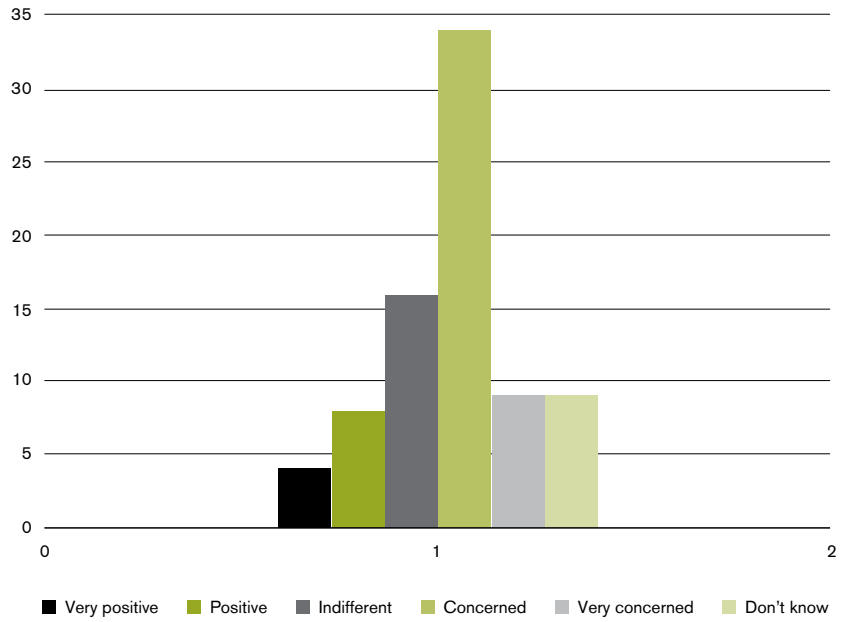
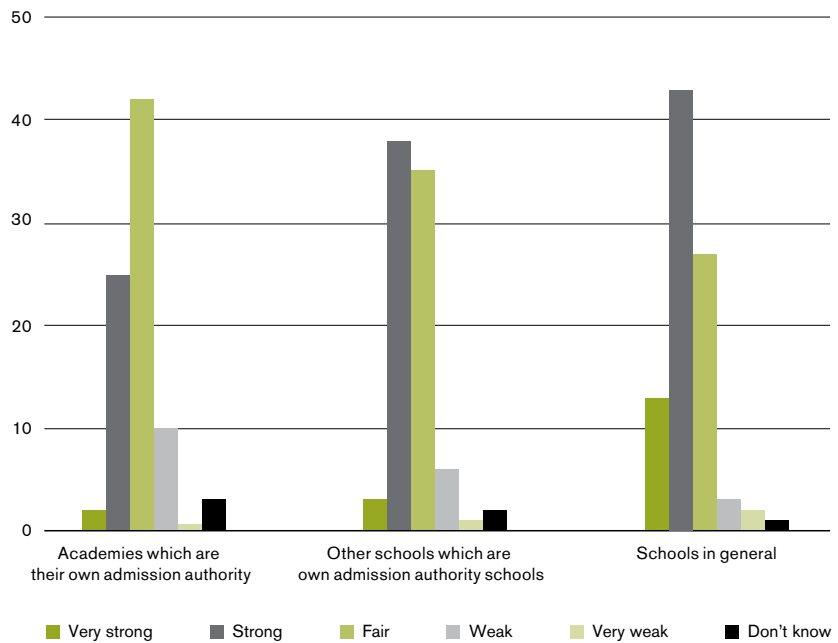


Figure 18: How would you describe your LA admissions forum's influence over admissions policies and practices of different types of schools:



Many felt the scale of the challenge of managing in-year admissions could be underestimated by the comparison with the total number of admissions

The abolition of a statutory admissions forum was not generally perceived as a major issue. Fifty of the 94 authorities who replied were continuing to run an admissions forum on a voluntary basis. Only 15 called for forums to be reinstated as statutory bodies. Many seminar participants believed that other forms of co-ordination might be more effective. At the seminar, participants suggested that there was a widespread misunderstanding that the 2012 Code prevented local authorities from running admissions forums and or other forms of co-ordination. The fact that fora are no longer statutory, but are not banned, and that any school can agree to allow its local authority to co-ordinate in-year admissions, may need reinforcement from government and representative bodies such as the LGA.

The open text survey and seminar revealed a number of other concerns, as well as highlighting effective practices. Many felt the scale of the challenge of managing in-year admissions could be underestimated by the comparison with the total number of admissions. An officer from a shire local authority in the Midlands gave the example of their experience where admissions for transfer from primary to secondary was around 13,600 and the total for in-year admissions was 10,500. This seemed fairly typical, leading to a massive workload at local authority level. This team dealt with an average of 250 in-year applications a week, 52 weeks a year, a significant routine part of their work.

Other local authorities described how they were managing at present but were concerned that without ‘a robust locally agreed framework’ there would be a huge workload simply in chasing offers and places, and liaising with parents, and the delays would inevitably be significant. One manager from a London authority believed the problems could be multiplied under the new system. This was because parents may apply to a series of schools in sequence, in areas where there was no co-ordination of in-year admissions, rather than having their application discussed by several schools and the local authority, and a decision being made.

Many survey respondents argued that the new Code had the potential for confusing the process for deciding an in-year application. For example, this could occur where there was an understandable difference of opinion between a school and a local authority about whether that school should accept a particular child. This could lead to instances where there were lengthy delays in finding a place for a child, where another school needed to be found, or where a local authority or the Department for Education had to consider making a direction. Although this had always been an issue, a number of local authorities raised concerns that this sort of case might be even more drawn out under the 2012 Code, because the local authority’s powers to intervene and broker an agreement through an admissions forum would no longer exist. There were concerns that this could lead to a child trying one school then another sequentially, rather than a process where a number of options were looked into at roughly the same time.

Whilst the impact of the new Code of Practice had not yet been fully felt, nearly three quarters of respondents raised serious concerns about the fairness of the 2012 Code. The key concern centred on the difficulties of placing children in areas with higher levels of in-year movement or with high levels of basic need, due to a growth in the pupil population.

Whilst recognising that the old Code of Practice also caused difficulties, no survey responses or seminar conversations suggested that the new Code or ongoing application of Fair Access Protocols would improve matters. Adding weight to the more detailed work carried out by the Children's Commissioner on exclusions (2013) many respondents highlighted some worrying school practices.

'We encounter occasional examples of children being removed from their school roll inappropriately – and of parents being 'advised' by pastoral staff in schools to pursue elective home education or to apply for a place at another school – rather than their school keeping ownership of the child and helping to explore alternatives, engage support services and/or manage transition to a more suitable setting.'

'A school who knew a child with considerable challenges would be moving at the end of term didn't let the new school know of the issues, and didn't take any action to support the child while they remained.'

'Schools in neighbouring local authorities sometimes take months to respond to an application when they don't want the pupil.'

'One group of schools operates almost on a cartel basis by finding reasons not to admit children falling within Fair Access Protocol and passing them from one school to the next. In another district, schools have not engaged with one another at all to implement the Fair Access Protocol through school based Access Panels. There is good practice elsewhere in the county with Fair Access Panels operating well and placing children quickly. A few OAs are less ready to accept the admission of looked after children and this creates admissions delays. One academy chain in particular, is responsible for a significant number of exclusions and does not engage positively with the FAP.'

'There are a small number of schools with repeated poor practice, refusing and delaying admissions decisions. There has been a sense on occasion that every request is viewed negatively, with some school staff looking for reasons to refuse as a matter of course.'

'We have some schools in our areas of higher deprivation where refusal to admit is informed by the needs of the child and particularly if parents seek to transfer to another local school for a 'fresh start'. The past behaviour of the child can be taken into account to inform a decision on admission, which then has to be challenged by the local authority, more recently with limited powers. The child is out of school for longer than necessary. Relationships between the local schools can then be affected.'

The other main concern focused on information. In a more diverse system, how can local authorities know where surplus places are available, identify which children may be falling through the cracks, or give parents the best possible advice about their options?

‘The loss of in-year co-ordination will mean that the local authority will not necessarily know of children in the area who need a school place.’

‘The most vulnerable or those from minority groups such as traveller children could be unplaced and not be aware of the options available such as the appeals process.’

The third concern was whether the new Code was too permissive and open to interpretation. Some officers wanted more detail and direction in the Code. However, the Department for Education’s view was that the new Code gave a framework for light touch regulation, which could encourage localism and free up local authorities to implement the Code in light of local circumstances. Local authorities also questioned whether the DfE would make sufficient use of the ‘power to direct’ academies to accept particular pupils.

Overall, despite some worries about the new Code, the current situation is best described by the following respondent:

‘A key challenge (as was ever the case) is to maintain effective relationships with schools so that a spirit of collective responsibility for vulnerable children is maintained.’

Ultimately, an effective spirit of local collaboration will be a more important contributor to a high quality in-year admissions system than any legislation, regulation or guidance.

Practical responses to the current context

Responses to the survey and seminar discussion showed that local authorities and schools were adapting the system to local circumstances, with many using the greater scope for locally generated solutions. It is clear that the new Code, aligned with other changes to education policy, has in some areas already stimulated new forms of collaboration and sharing of information and practices. Some schools are stepping up to drive change and collaboration on in-year admissions across an authority. Many local authorities have persuaded all or most schools to re-delegate the co-ordination of in-year admissions back to the authority.

The end of the statutory admissions fora has also been an opportunity to rethink processes for collaboration. Some had replaced their forum with a panel of head teachers or had rewritten the constitution of the forum to improve collaboration. One seminar participant from a metropolitan authority described how schools and her local authority worked together using a different meeting where the local authority had a bigger and indeed clearer role than in a forum.

Many local authorities are currently reviewing how in-year admissions can be managed, and are keen to learn from the approaches of other local authorities and clusters. Although the examples below, gathered from the survey and seminar, are a starting point, more could be done by national government and agencies to support this practice sharing.

Mansfield

‘Mansfield local fair access panels have provided training on the Admissions Code and training on vulnerable children admissions is planned for delivery shortly. The panels are working together with schools to take ownership of wider community responsibilities. The Joint Schools Admission Forum has developed protocols for SEN and looked after children to encourage consistency and sharing of information to this end. The local authority is encouraging dialogue about cultural change in relation to developing OAA’s understanding of the Admissions Code and the acceptance of wider community responsibilities.’

Derbyshire

‘A series of local heads’ groups, each with 100 percent membership and peer pressure – and a weekly meeting of the central staff – review the status of all known children out of school. The regular meeting and the peer pressure help to support speedy resolution of difficulties placing pupils.’

Sheffield

‘Schools work collaboratively in the three area based clusters which form opportunities for shared intelligence and mutual trust. The authority is monitoring all applications for transfers between Sheffield schools and where the reason for the transfer is, for example, ‘fresh start’ we follow up with the school and parents to establish that a move would really be the best solution. This has slowly led to a reduction in transfer requests between neighbouring schools. The north of city cluster has been particularly active in building relationships, and again this has helped manage transfer requests more equitably.’

Bradford

‘Secondary schools within the district are established in one of three geographical Behaviour and Attendance Collaboratives (BACs). One of the BACs considers some in-year applications weekly, ie Year 10 and Year 11 EALs (English as an additional language), those with behaviour or attendance issues, etc. In another area of the district, a core group of secondary head teachers meet monthly to deal with outstanding applications where a school place cannot be easily identified. The local authority has set up an Admissions Strategy Group consisting of senior representatives from schools in each BAC and local authority officers. This group has reviewed the secondary Fair Access Protocol, which has since been agreed by all secondary schools. The revised protocol sets out procedures whereby schools have agreed to re-admit pupils returning to Bradford, who have been on extended leave or where a place has been offered to a sibling.’

Newcastle City Council

‘Newcastle has developed a voluntary co-ordination system which is administered by the local authority. Admissions officers believe the new system, which is led by the council, is simpler and fairer than the forum.’

Oxfordshire

‘The county council has agreed with most OAA schools to be their admissions authority and is also co-ordinating in-year admissions on a voluntary basis. In-year admissions at many rural primary schools seemed relatively easy to administer because places are more readily available due to lower growth of basic need. Some towns and larger villages can experience high levels of movement due to forces bases, but this happens on a regular basis. As a result much of staff time is focused on Oxford and some other towns where there are more unpredictable in-year moves.’

6. Recommendations

The data on the high number of in-year admissions, the greater likelihood of disadvantaged pupils to move to lower attaining schools, and the clustering of in-year admissions in schools with surplus places and lower attainment, suggested that further policy interventions may be needed to ensure that the current system works well for all pupils and all schools.

Some serious issues have been raised by the research, including the large number of in-year moves; the fact that nearly two thirds of them are made by disadvantaged pupils; and the long period of time during which many pupils are ‘between schools’ and unable to find a place.

The NPD data analysis clearly showed the cohort of pupils moving in-year has particular characteristics: it contains more pupils in receipt of the pupil premium, such as those in receipt of free school meals, and from forces families, and with special needs. It also showed more in-year movers had lower prior attainment and that this cohort was more ethnically diverse. These pupils tended to move to lower attaining schools in disadvantaged areas. In effect, layer after layer of multiple disadvantage is being added on to already disadvantaged pupils.

From our analysis and discussions, we have developed a number of recommendations. Overall, the evidence has led us to be cautious about proposing radical changes to the regulatory framework. Over the next few years, the current in-year admissions system might prove more successful than ever, providing that organisations are clear about their responsibilities, local collaborative approaches are encouraged and shared, and the effect of recent changes to the Admissions Code are tracked. Despite concerns, the number of survey responses calling for a return to the old Code was small. The current Code of Practice needs time to bed down. It is too early to assess its full impact, and demonstrate the unintended consequences of any changes. Despite many local concerns, our analysis provided no clear evidence that recent changes were negatively impacting in-year admissions practices. A less prescriptive Code may actually be encouraging new forms of collaborative arrangements to emerge at a local level. The current challenge is to make the current system work as well as possible, whilst continuing a careful analysis of impact that may justify future changes to the Code.

If the reduction of social segregation in our schools ever becomes a clear policy goal, in-year admissions practices could become a significant lever for positive change. However, whilst there continues to be limited national appetite or local agency to reduce social segregation between schools, our recommendations have steered clear of potentially more radical options.

Although most of these recommendations focus only on in-year admissions, a small number inevitably concern broader changes to admissions.

In effect, layer after layer of multiple disadvantage is being added on to already disadvantaged pupils

R1: The DfE and relevant national representative organisations should together publish additional guidance on in-year admissions that clarifies roles and responsibilities, and highlights emerging and successful practices, at local authority and school levels.

This guidance will need to reinforce the current regulations on in-year admissions, dispel myths about recent changes (for instance, on the statutory abolition of admissions fora), and highlight local innovative practices, in particular where schools and local authorities have established voluntary collaborative agreements for co-ordinating in-year admissions.

R2: Local authorities should provide better information for parents and families about in-year moves, partly aiming to discourage unnecessary moves, and to reinforce parents' responsibilities to keep schools and the local authority informed of planned moves.

Parents need to be able to make informed decisions when their child moves in-year, yet they can be suddenly faced with making choices while having limited access to information, and what information there is may be difficult for parents to understand. This asymmetry of information needs to be rebalanced to ensure the system operates in the interests of parents and children.

Addressing this could be a role that local authorities could take up as the champions of children and families in their area. To do this, local authorities need the data to understand the characteristics and needs of families whose children move in-year, and the understanding of what information would be most helpful to parents, as well as working with local voluntary organisations who play an advisory and advocacy role for parents.

Local information should also aim to prevent unnecessary in-year moves, providing evidence about how such moves can impact on attainment. It should also strongly encourage parents who are planning to withdraw a child from a school to inform that school at the earliest possible opportunity, to help simplify and speed up the in-year admissions process for all.

R3: The DfE should encourage schools to make effective use of the pupil premium for in-year movers, and consider additional allocations for disadvantaged in-year movers.

Given the high percentage of in-year moves that involve disadvantaged pupils, and the impact of in-year moves on attainment, there is a strong case for a careful targeting of pupil premium resources at this group of pupils. There are a number of ways to achieve this.

Within current funding allocations, schools should be encouraged to focus part of their pupil premium funding on in-year movers, so that they can access specific, tailored support at and after the point of transition. In addition, new guidance on the use of the pupil premium (for instance, the Education Endowment Foundation Toolkit), should include an analysis of 'what might work' to raise the attainment of disadvantaged pupils who move in-year.

As part of negotiations about the future of the pupil premium, the DfE should consider whether to provide extra pupil premium weighting to those schools

with a high level of pupil mobility, or offer an additional pupil premium uplift for any school that admits a disadvantaged pupil mid-year. Any new weighting should be sensitive enough to take account of local spikes of in-year moves such as those associated with forces bases or areas of high inward migration.

R4: Funding formulae should offer appropriate financial rewards to schools to admit pupils in-year.

The move to a national funding system proposed in the recent spending review offers an opportunity to move from the current crude 'January census' model. The Department for Education should factor in pupil mobility as part of any changes to funding formula. In addition, school budgets should reflect in-year movements in 'real time'. Schools that lose pupils mid-year should have budgets reduced, and schools which gain pupils should have budgets increased as quickly as possible.

R5: Changes to school accountability measures need to ensure that schools are neither unfairly penalised for admitting in-year movers, nor incentivised to neglect the performance of these pupils.

Children should not be taken off roll until a new school (or alternative provision) has been agreed. Until then, accountability measures should continue to operate at the first school.

In addition, future floor targets could give weighting to pupil mobility so that schools are not unfairly penalised by accepting in-year movers, whilst also not incentivised to neglect their performance. One way to do this would be for pupils joining after Year 4 in primary schools and Year 9 in secondary schools to be included in the progress data, but not in the outcomes data.

R6: Revisions to Ofsted's inspection framework guidance should encourage all schools to attend to the needs of in-year movers.

Ofsted already inspect 'the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs'.⁸ Guidance for this element of the inspection should encourage inspections to focus on how in-year movers are supported, through which both excellent and poor practices can be highlighted. Ofsted could also ask schools for information about pupils which have left the school during the last 12 months, including the dates they were removed from roll, reasons for departure and dates they joined new schools. This data might also prevent some of the unfair and illegal exclusion practices employed by a small but significant number of schools (Office of the Children's Commissioner, 2013).

Now that Ofsted is inspecting local authorities' school improvement role (Ofsted, 2013), guided by a framework that refers to 'all children', they should ensure that inspections include consideration of children who are missing out on their education, through being 'between schools', but are still the responsibility of the local authority.

8. For the purposes of the Equality Act 2010.

R7: Ofsted should inspect the admissions practices of own admission authority schools, as an additional strand of every OAA school's section Five inspection.

This recommendation goes beyond specific in-year admissions, addressing some of the wider issues around admissions raised by the RSA's Academies Commission. This should specifically include in-year admissions.

The rationale for this recommendation is clear; with greater autonomy for admissions should come greater accountability. Whilst the Office of the Schools Adjudicator can to some extent highlight and stop illegal practices, only Ofsted has the currency amongst school leaders to play a more preventative and proactive role, changing schools' behaviour.

As with all inspection judgements, Ofsted will need to develop methods to provide a rounded, objective assessment of practice, using school level and local authority data, and seeking the views of governors, school leaders and parents.

R8: Schools and local authorities should try to share and adopt best practices in voluntary co-ordination and Fair Access Protocols to ensure that the most vulnerable undersubscribed schools are not forced to admit an excessive number of in-year movers, and that outstanding schools, especially those with a low number of disadvantaged pupils, admit disadvantaged pupils in-year.

This requires no new regulation. To avoid a series of unsuccessful applications and appeals we would recommend that Fair Access Protocols could start after two unsuccessful applications and appeals. This would reduce delays and also the potential time spent out of school. This responds to the data analysis and the policy section which showed that some children could be out of school for several weeks because their parents had applied to a series of schools sequentially before the FAP process started.

R9: Local authorities should publish in their annual reports to the Office of the Schools Adjudicator data on the length of time for which individual children are out of school, together with an assessment of the reasons for delay, providing names of schools which have declined to accept particular pupils.⁹ Local authorities should also consider setting target average and maximum waiting times for placing pupils who move in-year.

The Code currently recommends that pupils are placed 'as quickly as possible'. Some local authorities, for instance Gloucestershire, are setting targets for the maximum and average number of days for an in-year mover to be placed at a school. There are always risks of perverse incentives with targets, and possible tensions with existing Fair Access Protocols. However, local authorities may wish to explore whether setting target limits might improve practices at school and local authority level.

9. Individual pupils should not be named in reports, but individual schools should be named.

There may be a number of ways to reduce time spent between schools:

- Tightening up the target for an initial reply (own admission authorities could be encouraged to use emergency powers to call meetings with one week's notice instead of the two usually required by their articles).
- A threshold above which the parents and external agencies had a right of appeal for a direction (such as in the case of a lengthy delay in responding or a series of aborted applications).
- Setting a system where the Education Funding Agency, local authority or Ofsted were alerted if any school refused a certain number or proportion of in-year applications.

R10: The DfE should commission further research to analyse prevalence of in-year admissions, its impact on outcomes, and the effect of recent policy changes. It should also attempt to link the National Pupil Database to the National Register of Social Housing, to explore connections between admissions and housing policy.

This report is the first of its kind for several years and it has been able to map the distribution of in-year admissions by local authorities, by phase and by pupil characteristics. However, it has not been able to look at the patterns on a school by school basis. Further research to establish patterns within local authorities would help all responsible to understand the detail of how in-year moves affect individual schools. The relationship between exclusions and in-year admissions could also be examined in more detail by analysing NPD data. Further research would also allow the monitoring of how Romanian and Bulgarian accession to the EU impacts on in-year admissions and might allow further work to be carried out to explore links to housing policy, using other data outside the NPD dataset.

The research team also recommended that a proof of concept is carried out to see if it is possible to link the NPD to the National Register of Social Housing. This is intended to be a full register of social housing stock in England.

R11: The Office of the Schools Adjudicator should report specifically on issues relating to in-year admissions. If given further powers as a regulator, it should ensure a focus on in-year issues.

Now that the Office of the Schools Adjudicator is including specific questions about in-year admissions and the Fair Access Protocols in their annual questionnaire to local authorities, it should aggregate and report on this data in its annual report.

In their report on improving social mobility, Francis and Hill (ACSL, 2013) argued that 'The government should empower and resource the Office of the Schools Adjudicator to carry out random checks and enforcement of schools' admissions procedures to incentivise compliance with the Schools Admissions Code and, in particular, the provisions relating to inclusion'. Our analysis here affirms the need for a strengthened role for the OSA, with a specific focus on in-year admissions practices.

R12: Local authorities, the Benefits Agency and other bodies' policies and practices should take into account the impact of housing moves on children's education. This should comply with the UN Convention on the Rights of the Child, in particular Article 3 (the best interests of the child) and Article 29 (the right to education).

Bibliography

- Allen, R., Burgess, S. and Key, T. (2010). Choosing secondary schools by moving house: school quality and the formation of neighbourhoods *Centre for Market and Public Organisation working paper No. 10/238*. Bristol: CMPO.
- Allen, R., Caldron, J. and West, A. (2010). *Effects of changes in published school admissions on pupil composition*: London: DfE.
- Allen, R. and Burgess, S. (2011). Can school league tables help parents choose schools? *Fiscal Studies*, 32 (2): 245–261.
- Allen, R. and Burgess, S. (2013). *Evaluating the provision of school performance information for school choice: Economics of Education Review* 34(C): 175–190.
- Archer, T. and Fletcher-Campbell, F. (2005). *Admissions/Place Planning Probe*: LGA.
- BBC News Report .(2012). *Housing benefit change: warning over affordable housing shortfall*. 1 November 2012. Available at: www.bbc.co.uk/news/uk-politics-20162617.
- BBC News Report. (2012). *Margaret Hodge MP statement*. 1 November 2012. Available at: www.bbc.co.uk/news/uk-politics-20168295.
- BBC News Report. (2013). *Evictions warning over housing benefit reforms*. 23 January 2013. Available at: www.bbc.co.uk/news/uk-21174984.
- Brown, C., James, C. and Lauder, H. (2011). *Managing Mobility to Maximise Learning*. Nottingham: National College for Leaderships of Schools and Children’s Services.
- Brown, C. (2012). Exploring how social capital works for children who have experienced school turbulence: What is the role of friendship and trust for children in poverty? *International Studies in Sociology of Education*, 22 (3): 213–236.
- Brown, C. and Carr, S. (2013). Understanding the educational penalties of irregular school transitions through the lens of social relationships, *Unpublished manuscript*. University of Bath Department of Education.
- Carr, S., Colthurst, K., Coyle, M. and Elliott, D. (2013). Attachment dimensions as predictors of mental health and psychosocial well-being in the transition to university, *European Journal of Psychology of Education*, 28 (2): 157–172.
- Chamberlain, T., Rutt, S. and Fletcher-Campbell, F. (2006). *Admissions; Who Goes Where? Messages from the Statistics*. London: Local Government Association.
- Coldron, J., Tanner, E., Finch, S., Shipton, L., Wolstenholme, C., Willis, B., Demack, S. and Stiell, B. (2008). *Secondary School Admissions*. Sheffield Hallam University and National Centre for Social Research. London: DfE.
- DfE (2003). *Managing Pupil Mobility: Guidance*. London: DfE.
- DfE (2012). *Admission Guidance*. London: DfE.
- DfE (2012). *Departmental response to the consultation on changes to the Admissions Framework*, London: DfE.
- DfE (2012). *National Pupil Database: User guide and protocol*. London: DfE.
- DfE (2012). *Response to the Children’s Commissioner’s report on school exclusion: They never give up on you*. London: DfE.
- DfE (2012). *School capital allocations 2012/13*. London: DfE.
- DfE (2012). *Statutory guidance and regulations on exclusion*. London: DfE.
- DfE (2012). *The School Admission Code*. London: DfE.

- DfE (2013). *Open academies and academy projects in development*. London: DfE.
- DfE (2013). *School Capacity: Academic Year 2011 to 2012*. London: DfE.
- Dobson, J., Henthorne, K. and Lynas, Z. (2000). *Pupil mobility in schools: Final report*. London: Migration Research Unit.
- Dobson J. and Pooley C. (2004). *Mobility, Equality and Diversity, a study of pupil mobility in the secondary school system*. Department of Geography, University College London.
- Dobson, J. and Pooley, C. (2006). *Moving on: Reconnecting Frequent Movers*. London: Department for Communities and Local Government.
- Domokos, J. (2012). Illegal school exclusions: how pupils are slipping through the net. *The Guardian*, 15 November 2012.
- Fletcher-Campbell, F., Whitby, K., White, K. and Chamberlain, T. (2007). *Review of International Literature on Admissions*. London: CfBT Education Trust.
- Francis, B. (2013). *Promoting Social Mobility: what the government can and should be doing*: Association of School and College Leaders report.
- Gibbons, S. and Telhaj, S. (2007). *Mobility and school disruption: Centre for the Economics of Education discussion paper No. 83*, London, CEE.
- Goldstein, H., Burgess, S. and McConnell, B. (2007). Modelling the effect of pupil mobility on school differences in educational achievement, *Journal of the Royal Statistical Society*, 170: 941-54.
- Jivraj, S. and Marquis, N. (2009). *A comparison of internal migration data derived from the Pupil Level Annual School Census with the National Health Service Central Register and 2001 Census data*, Manchester: Centre for Census and Survey Research Working Paper.
- LIAAG (2011). *London Inter-Authorities Admissions Group: submission to DfE consultation on changes to the Admissions code*.
- Local Government Association (2013). Seminar on the 2012 School Admissions Code for Local Authorities. 7 February 2013. London: conference proceedings.
- Millar, F. (2013). The Academies Commission is right to highlight concerns, *Local Schools Network Blog*, available at www.localschoolsnetwork.org.uk/2013/01/academies-free-schools-and-admissions-the-academies-commission-is-right-to-highlight-concerns/#sthash.1y7Pv3gG.dpuf
- National Audit Office (2012). *Managing the impact of Housing Benefit reform*. London.
- National College for Leadership of Schools and Children's Services (2011). *Managing pupil mobility to maximise learning*. Nottingham: NCSL.
- OECD (2012). *Equity and Quality in Education: Supporting Disadvantaged Students and Schools*. Paris.
- Office of the Children's Commissioner (2011). *Office of the Children's Commissioner's response to the Department for Education consultation: Consultation on the Changes to the Admissions Framework*, London: OCC.
- Office of the Children's Commissioner (2013). *They never give up on you. Office of the Children's Commissioner School Exclusions Inquiry*. London: OCC.
- Office for National Statistics (2013). 2011 Census, Statistical Release: Office for National Statistics.
- Office of the Schools Adjudicator (2012). *Annual Report, September 2011 to August 2012*. London.

- Pearson and RSA (2013). *Unleashing Greatness: Getting the best from an academised system*. Available at: www.academiescommission.org/publications-and-press/
- Ramesh, R. (2012). Housing benefit changes in High Court. *The Guardian*. 17 December 2012.
- Smithers, R. (2005). Moving pupils harms learning. *The Guardian*. 28 June 2005.
- SSAT (2012). Academies admissions seminar note. October 2012.
- Strand, S. and Demie, F. (2006). Pupil mobility, attainment and progress in primary school, *British Educational Research Journal*, 32 (4): 551–568.
- Strand, S., and Demie, F. (2007). *Pupil mobility, attainment and progress in secondary school*, *Educational Studies*, 33(3): 313–331.
- Vaughan, R. (2011). Unions warn admissions changes will encourage ‘covert selection’, *Times Educational Supplement*. 19 August 2011.
- West, A., Barham, E. and Hind, A. (2009). *Secondary School Admissions in England: Policy and Practice*. London: (RISE) Trust.
- Yorkshire and Humberside Admission Group (2012). *In Year School Admissions*, unpublished report.

Appendices

Appendix 1:

Technical note on NPD analysis

The School Census forms the spine of NPD. Since the 2006/07 academic year, all state-funded schools have been statutorily required to submit an electronic file of pupil registration records to the Department for Education on a termly basis. Some degree of measurement error notwithstanding, NPD should contain a complete set of enrolments at state-funded schools for pupils of compulsory school age from the 2006/07 academic year onwards.

Each census contains a row of data for each pupil on roll. This includes data items such as:

- school;
- name;
- date of birth;
- year group;
- date of admission;
- pupil characteristics (eg FSM, gender, ethnicity, special educational needs).

Additional records are supplied for any pupils who left the school in the previous term.

The table below shows an anonymised set of cumulative census records for a single pupil first admitted to his school (identified by the code 99920000) in Reception at the start of the 2009/10 academic year. By the end of 2011/12 he had appeared in nine census returns.

School	Pupil	Academic Year	Term	Year Group	Date of Admission
9992000	1	2009/10	Autumn	R	05/09/2009
9992000	1	2009/10	Spring	R	05/09/2009
9992000	1	2009/10	Summer	R	05/09/2009
9992000	1	2010/11	Autumn	1	05/09/2009
9992000	v	2010/11	Spring	1	05/09/2009
9992000	1	2010/11	Summer	1	05/09/2009
9992000	1	2011/12	Autumn	2	05/09/2009
9992000	1	2011/12	Spring	2	05/09/2009
9992000	1	2011/12	Summer	2	05/09/2009

Standard and in-year admissions

Following Dobson et al (2000), the research team defined in-year admissions as those that occur outside of a school's standard intake. For the most part, establishing standard intakes based on historical school census data is straightforward: most primary schools admit in September,

January or April of the Reception year, and most secondary schools admit in September of Year 7. In addition, standard intake points can be observed for other types of school (eg junior schools, middle schools).

The following can be considered a (non-exhaustive) list of standard admissions:

- first entry (September or January) of Reception year in a nursery/first/infant/primary school;
- admission to a junior school standard intake;
- admission to a middle school standard intake;
- admission to a secondary school standard intake; and
- admission to a brand new school.

Occasionally, schools may have more than one ‘standard intake’. For instance, a high school might generally admit pupils in Year 7 but may have a second, smaller intake from a neighbouring middle school into Year 8. The research team, therefore, did not count as in-year admissions pupils who join a new school having left their previous school at the standard ‘exit point’.

Consider two pupils who joined Year 8 of their school on 6 September 2012. Pupil 2 joined from a middle school where pupils leave at the end of Year 7. By contrast, Pupil 3 joined from another high school where pupils leave at the end of Year 11. Pupil 3 would be considered an in-year admission, but Pupil 2 would not.

School	Pupil	Year Group	Date of Admission	Previous School	Standard exit point of previous school
9994000	2	8	06/09/2012	9983300	7
9994000	3	8	06/09/2012	9984001	11

In-year admissions include:

- first entrants into the maintained sector in England (apart from entry into a standard intake as described above);
- pupils returning to the maintained sector in England following a period of education in the independent sector, in another country, in alternative or special provision, or education at home;
- moves from another school where the leaving date of the previous school is in-year and the joining date of the current school is in-year.

In-year admissions are the subset of other moves taking place outside standard admission processes that can be observed from NPD. Other types of non-standard admissions cannot be observed from NPD, including:

- unsuccessful applications for school places;
- temporary moves;
- late applications for school places at standard times.

For example, all pupils admitted in September into Year 7 of a secondary school would be considered a standard admission if the school has a Year 7 intake as standard. This would equally be the case for a pupil who applied on the day of admission as a pupil who applied the previous October. However, the former might be considered to be a non standard admission by an admissions officer in a local authority.

Reorganisations

The complexity of school re-organisations makes the task of distinguishing in-year admissions from standard admissions awkward in a number of cases. Re-organisations include:

- outright closures;
- closures followed by the opening of a sponsored academy;
- amalgamations;
- mergers; and
- temporary expansions.

In the example below, pupil 4 joined Year 7 of a secondary school in September 2009 (a standard intake). The school closed at the end of 2010/11 and a sponsored academy opened in its place at the start of the 2011/12 academic year. New dates of entry were given to all pupils transferring to the academy. Whilst this may be considered a new admission in a legal sense, it is not a new admission in practice since there was a planned transfer of the school roll from the predecessor school to the academy.

School	Pupil	Academic Year	Term	Year Group	Date of Admission
9994010	4	2009/10	Autumn	7	05/09/2009
9994010	4	2009/10	Spring	7	05/09/2009
9994010	4	2009/10	Summer	7	05/09/2009
9994010	4	2010/11	Autumn	8	05/09/2009
9994010	4	2010/11	Spring	8	05/09/2009
9994010	4	2010/11	Summer	8	05/09/2009
9996900	4	2011/12	Autumn	9	06/09/2011
9996900	4	2011/12	Spring	9	06/09/2011
9996900	4	2011/12	Summer	9	06/09/2011

For the purposes of this exercise, the research reverted to each pupil's earliest admission date when a school merges, amalgamates or is replaced with another. In the example above, this means imputing an entry date of 05/09/2009 at School 9996900.

A second source of data maintained by DfE, SCDB,¹⁰ was used to identify mergers, amalgamations and closures. Like any dataset, SCDB contains a level of error although it has improved markedly over time. For example, there is an instance of two closed schools that are reciprocally

10. www.education.gov.uk/edubase

linked as predecessor/successor schools of each other, whereas they merged to create another school.

Secondly, the research treated the subsequent admission of any pupil who leaves a school that closes as a standard admission, even if they join their new school outside that institution's standard intake. An assumption was made that an element of co-ordination applies to school closures.

Thirdly, the research team attempted to take account of one-off expansions. These occur, for instance, due to local shortages of school places or in response to the closure of another school. A school which typically admits pupils in Reception may admit an additional class (or half class) in Year 4, for example. Identifying one-off expansions from data without the benefit of local knowledge is not straightforward and may result in pupils being erroneously flagged as in-year admissions. This rule was used to limit this possibility, classifying pupils as 'standard admissions' if 75 percent of pupils were admitted into a given Year group at a given school on the same date.

Pupils in scope

The analysis was based on school census returns from 2007/08 to 2011/12 inclusive. It was restricted to all pupils on roll in Reception to Year 11 in state-funded mainstream schools. Nursery age, sixth form and special school pupils were all out of scope as different admissions arrangements apply to them.

Some of the key variables used in the analysis, such as Year group, date of birth and date of admission were not without error in school census data, but error rates are minimal. For instance, the research team estimated that in any given census, the Year group variable may be in error for around 300 pupils (out of over 7 million).

Appendix 2:

Further information on different types of moves made by advantaged and disadvantaged pupils

Do advantaged and disadvantaged pupils make different types of move?

The analysis identified four types of move and found that more and less advantaged pupils were likely to make different types of move. It also suggested that house moving and switching between schools happened to a greater extent in the primary phase, but it was not possible to establish the extent to which this was due to parental choice rather than other factors. Some of the literature suggested that families were more likely to move during the primary phase because of the need to find a larger house for a growing family – see the section on the pattern of in-year moves above.

Types of in-year admission

The four exhaustive and mutually exclusive categories of in-year admission were: first registration, returners, house movers and switchers. Three of these groups are predominantly made up of a mixture of advantaged and disadvantaged pupils and one, returners, is predominantly made up of disadvantaged pupils.

First registration includes pupils arriving from overseas, pupil referral units and those joining from the independent sector and other parts of the UK. Returners include those not on roll in a previous school census, those who have been permanently excluded, and managed moves. House movers include those moving from owner occupied and rented housing for whatever reason, and switchers are the pupils moving school but not moving house other than in the categories above. For full details see Appendix 1: Technical note on NPD analysis.

The chart below shows the number of moves by type and Year group. Numbers of in-year admissions, particularly house and ‘switcher’ moves, are much higher in Years 1 to 5. Differences between primary-age and secondary-age groups are less pronounced for first registration and ‘returner’ moves.

The data tables in the appendices show a breakdown of in-year admissions for the three year-period 2009/10 to 2011/12 in terms of:

- Ethnicity
- Prior attainment
 - National Percentile Ranking based on most recent end-of-key stage (FS, KS1, KS2) assessment prior to in-year admission, divided into quintiles
- Prior SEN
 - Highest Code of Practice stage observed prior to non-standard admission

- Pupil Premium
 - Observed as being in care at any point prior to non-standard admission¹¹
 - Observed as being a ‘service child’¹² or on the roll of a service school at any point prior to non-standard admission
 - Observed as being eligible for free school meals in any of the six years prior to non-standard admission

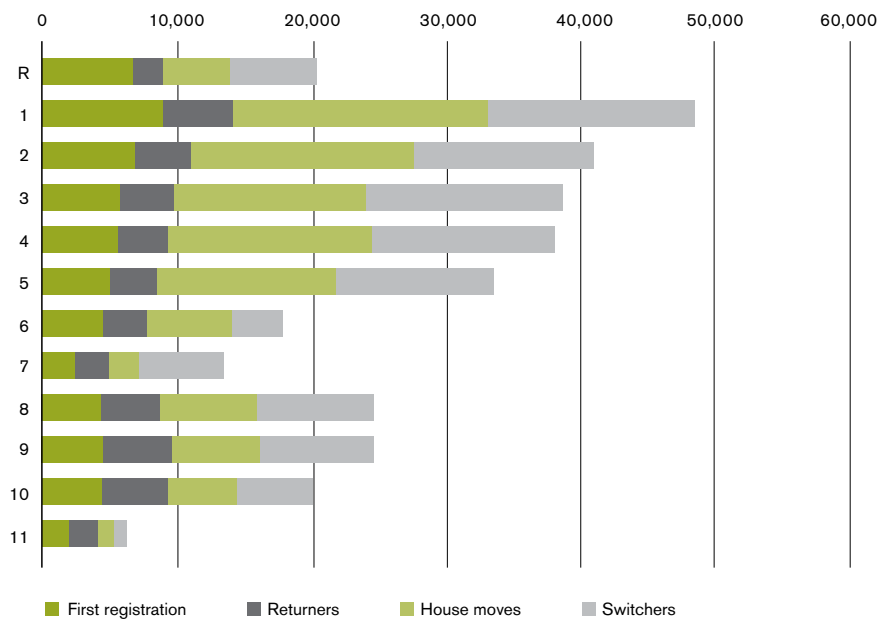
Around half of all returners and ‘switchers’ may be eligible for the pupil premium. This compares to around a quarter of Year 11 students in 2011/12, for example.

Although ethnicity is not recorded for 10 percent of first registrations, the preponderant group is ‘any other white background’, which includes Eastern Europeans. Returners have a more diverse ethnic profile than ‘switchers’. This may indicate some pupils returning to England from overseas.

Types of in-year admissions also vary by local authority (Appendix 2). While rates of first registrations, returners and switchers tend to work in concert, rates of house movers have a different pattern. Whereas rates tend to be lowest in parts of the North East, North West and West Midlands, the lowest rate of non-standard admissions involving house movers occurred in parts of London.

The prior attainment of in-year admissions is rather low. Of those with recorded prior attainment, 30 percent are in the bottom fifth of all pupils and just 12 percent are in the top fifth. This indubitably contributes to the low attainment among pupils who make non-standard moves observed in the next section.

Appendix 2.1: Number of in-year admissions by Year group and type 2011/12



11. Pupil Premium targeted at pupils in care continuously for six months or more
 12. First collected in 2009/10

Full definitions of the four categories

The research defined the categories as follows:

First registration

- First registration into a state-funded school (first registration) including:
 - Pupils arriving from overseas
 - Pupils moving from other parts of the UK, independent schools, pupil referral units and education other than at school
 - Pupils joining from a private and voluntary early years settings

Returns

- Not on roll in previous school census (returners)
- Moves from another state-funded mainstream school in England involving a house move (house movers)
- Moves from another state-funded mainstream school in England not involving a house move (switchers), which include:
 - Managed moves and permanent exclusions
 - Taking up a place from a waiting list
- Returning from overseas or other parts of the UK
- Returning from independent schools, pupil referral units or education other than at school, who were previously in maintained schools
- Delays in finding a school place having left a previous school
- Administrative and technical errors in School Census submissions
- Data matching errors
- ‘Switcher’ moves are less common in Year 6 compared to other primary-age year groups, perhaps indicating that parents are less inclined to change schools when their children reach the final year of primary school
- By contrast, in-year admissions are less likely to be due to house movers among secondary pupils than primary pupils
- ‘Returner’ moves are more likely in secondary-age year groups than primary-age year groups. This may indicate that it is more difficult to find secondary school places outside of standard intakes

House movers

- Moving house for any reason
- Moving house because of housing need in social housing (eg availability of larger home, move away from former partner)

Switchers

- Moving school for any reason
- Moving school following exclusion or a managed move

Appendix 3: NPD analysis data tables

Appendix 3.1: Numbers and rates of in-year admissions by local authority

Local authority	Non-standard admissions			Number on roll (January)			Non-standard admission rate		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Darlington	620	607	599	13734	13781	13830	4.5%	4.4%	4.3%
Durham	2664	2596	2656	62516	62207	61954	4.3%	4.2%	4.3%
Gateshead	839	865	812	24228	24156	23980	3.5%	3.6%	3.4%
Hartlepool	466	451	457	13293	13180	13014	3.5%	3.4%	3.5%
Middlesbrough	970	974	1038	19274	19155	19049	5.0%	5.1%	5.4%
Newcastle upon Tyne	1733	1676	1645	30648	30584	30659	5.7%	5.5%	5.4%
North Tyneside	882	916	980	24973	25041	24984	3.5%	3.7%	3.9%
Northumberland	1712	1637	1517	40398	40095	39752	4.2%	4.1%	3.8%
Redcar and Cleveland	724	755	699	19548	19226	18991	3.7%	3.9%	3.7%
South Tyneside	640	650	610	19025	18801	18624	3.4%	3.5%	3.3%
Stockton on Tees	963	1096	1100	25428	25397	25518	3.8%	4.3%	4.3%
Sunderland	1179	1108	1049	36303	35826	35500	3.2%	3.1%	3.0%
North East – All LAs	13392	13331	13162	329368	327449	325855	4.1%	4.1%	4.0%
Barnsley	1202	1207	1326	29601	29383	29232	4.1%	4.1%	4.5%
Bradford	4022	3848	4120	76212	77108	78617	5.3%	5.0%	5.2%
Calderdale	1395	1475	1424	30573	30688	30822	4.6%	4.8%	4.6%
City of Kingston-Upon-Hull	1980	1810	1906	31905	31630	31644	6.2%	5.7%	6.0%
Doncaster	2068	2069	2094	40257	39946	39724	5.1%	5.2%	5.3%
East Riding of Yorkshire	1770	1954	1825	42760	42476	42428	4.1%	4.6%	4.3%
Kirklees	2281	2265	2244	56827	57062	57312	4.0%	4.0%	3.9%
Leeds	4304	4349	4646	94021	94371	95234	4.6%	4.6%	4.9%
North East Lincolnshire	1133	1127	1161	21437	21147	21065	5.3%	5.3%	5.5%
North Lincolnshire	992	994	1102	22173	22109	21968	4.5%	4.5%	5.0%
North Yorkshire	3569	3562	3653	74308	73848	73401	4.8%	4.8%	5.0%
Rotherham	1546	1559	1540	37926	37645	37658	4.1%	4.1%	4.1%
Sheffield	2959	2880	3213	65606	65529	66031	4.5%	4.4%	4.9%
Wakefield	1691	1750	1808	43606	43439	43454	3.9%	4.0%	4.2%

Local authority	Non-standard admissions			Number on roll (January)			Non-standard admission rate		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
York	957	945	946	20941	21032	21079	4.6%	4.5%	4.5%
Yorkshire & Humber – All LAs	31869	31794	33008	688153	687413	689669	4.6%	4.6%	4.8%
Blackburn	911	877	997	22712	22781	22769	4.0%	3.8%	4.4%
Blackpool	1218	1074	1202	18570	18348	18350	6.6%	5.9%	6.6%
Bolton	1804	1871	2004	40105	40278	40572	4.5%	4.6%	4.9%
Bury	1089	1019	1079	25748	25605	25910	4.2%	4.0%	4.2%
Cheshire East	1944	1942	1863	44988	44842	44657	4.3%	4.3%	4.2%
Cheshire West and Chester	1660	1686	1650	42830	42284	42030	3.9%	4.0%	3.9%
Cumbria	2069	2076	2280	63162	62125	61600	3.3%	3.3%	3.7%
Halton	634	544	651	16865	16868	16765	3.8%	3.2%	3.9%
Knowsley	622	663	725	19347	18871	18456	3.2%	3.5%	3.9%
Lancashire	6225	6384	6594	151767	151143	151623	4.1%	4.2%	4.3%
Liverpool	2860	2661	2597	56081	55592	55201	5.1%	4.8%	4.7%
Manchester	4257	4177	4183	57933	59362	60965	7.3%	7.0%	6.9%
Oldham	1631	1384	1496	36218	36263	36516	4.5%	3.8%	4.1%
Rochdale	1430	1350	1342	30206	30007	30105	4.7%	4.5%	4.5%
Salford	1444	1506	1579	27502	27701	28204	5.3%	5.4%	5.6%
Sefton	1332	1256	1372	36476	36172	35974	3.7%	3.5%	3.8%
St Helens	757	757	781	23147	22956	22826	3.3%	3.3%	3.4%
Stockport	1248	1368	1164	35501	35588	35660	3.5%	3.8%	3.3%
Tameside	1175	1192	1218	31407	31220	31197	3.7%	3.8%	3.9%
Trafford	1199	1187	1316	30374	30544	30852	3.9%	3.9%	4.3%
Warrington	1131	1144	1114	28295	28272	28351	4.0%	4.0%	3.9%
Wigan	1442	1486	1461	42319	42126	41973	3.4%	3.5%	3.5%
Wirral	1536	1595	1515	41399	41062	40933	3.7%	3.9%	3.7%
North West – All LAs	39618	39199	40183	922952	920010	921489	4.3%	4.3%	4.4%
Birmingham	8481	7965	8494	155318	156082	158211	5.5%	5.1%	5.4%
Coventry	2633	2485	2461	42546	42759	43333	6.2%	5.8%	5.7%
Dudley	1377	1324	1490	43735	43208	43134	3.1%	3.1%	3.5%
Herefordshire	1211	1197	1195	21507	21298	21308	5.6%	5.6%	5.6%
Sandwell	2203	2255	2514	44496	44775	45063	5.0%	5.0%	5.6%
Shropshire	1530	1611	1602	35639	35445	35235	4.3%	4.5%	4.5%
Solihull	1139	1032	1010	32531	32518	32689	3.5%	3.2%	3.1%
Staffordshire	4177	4141	4186	107225	106522	106547	3.9%	3.9%	3.9%
Stoke-on-Trent	1720	1609	1524	30539	30474	30669	5.6%	5.3%	5.0%
Telford & Wrekin	1182	1228	1270	23884	23619	23633	4.9%	5.2%	5.4%
Walsall	1664	1764	1647	40116	39987	40002	4.1%	4.4%	4.1%

Local authority	Non-standard admissions			Number on roll (January)			Non-standard admission rate		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Warwickshire	2805	2737	2738	68210	68047	68185	4.1%	4.0%	4.0%
Wolverhampton	1850	1657	1888	32114	31930	32202	5.8%	5.2%	5.9%
Worcestershire	2471	2523	2607	69380	69018	68991	3.6%	3.7%	3.8%
West Midlands – All LAs	34443	33528	34626	747240	745682	749202	4.6%	4.5%	4.6%
City of Derby	1942	1942	1937	33986	34013	34306	5.7%	5.7%	5.6%
Derbyshire	3609	3715	3617	97343	96468	95736	3.7%	3.9%	3.8%
Leicester City	2941	2766	2914	42500	42808	43239	6.9%	6.5%	6.7%
Leicestershire	2982	3121	3172	84771	84381	84555	3.5%	3.7%	3.8%
Northamptonshire	4316	4399	4426	94031	94379	95216	4.6%	4.7%	4.6%
Nottingham City	2344	2425	2408	33592	33836	34405	7.0%	7.2%	7.0%
Nottinghamshire	4379	4728	4378	101026	100173	100029	4.3%	4.7%	4.4%
Rutland	320	282	301	4861	4834	4827	6.6%	5.8%	6.2%
East Midlands – All LAs	22833	23378	23153	492110	490892	492313	4.6%	4.8%	4.7%
Bedford Borough	1072	1187	1224	21609	21867	22249	5.0%	5.4%	5.5%
Cambridgeshire	3801	3784	3710	72727	72802	73344	5.2%	5.2%	5.1%
Central Bedfordshire	1476	1543	1580	34149	34314	34394	4.3%	4.5%	4.6%
Essex	8062	7817	8106	180033	179649	180113	4.5%	4.4%	4.5%
Hertfordshire	5658	5548	5652	149333	150165	151643	3.8%	3.7%	3.7%
Lincolnshire	5403	5234	5315	90738	90047	89659	6.0%	5.8%	5.9%
Luton	1821	1844	1907	30721	31304	32141	5.9%	5.9%	5.9%
Norfolk	5216	4880	5123	100046	99412	99421	5.2%	4.9%	5.2%
Peterborough	2044	2056	2219	26675	26968	27718	7.7%	7.6%	8.0%
Southend	1104	1036	1049	23473	23416	23670	4.7%	4.4%	4.4%
Suffolk	4317	4534	4728	86910	86966	88094	5.0%	5.2%	5.4%
Thurrock	1031	1105	1135	21898	22027	22518	4.7%	5.0%	5.0%
East of England – All LAs	41005	40568	41748	838312	838937	844964	4.9%	4.8%	4.9%
Camden	1003	1001	1011	17773	17672	17723	5.6%	5.7%	5.7%
City of London	5	10	7	205	207	208	2.4%	4.8%	3.4%
Greenwich	1940	2048	1992	30036	30391	30910	6.5%	6.7%	6.4%
Hackney	1586	1502	1597	23633	24678	25696	6.7%	6.1%	6.2%
Hammersmith & Fulham	912	852	842	14340	14532	14963	6.4%	5.9%	5.6%
Islington	1290	1239	1147	20007	20101	20195	6.4%	6.2%	5.7%
Kensington & Chelsea	663	702	626	9484	9836	10068	7.0%	7.1%	6.2%
Lambeth	1688	1467	1592	27557	28335	29182	6.1%	5.2%	5.5%

Local authority	Non-standard admissions			Number on roll (January)			Non-standard admission rate		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Lewisham	2082	1703	1992	31658	32391	33164	6.6%	5.3%	6.0%
Southwark	2135	1657	1865	32075	32254	32841	6.7%	5.1%	5.7%
Tower Hamlets	1975	1615	1624	33273	33749	34057	5.9%	4.8%	4.8%
Wandsworth	1724	1517	1590	24767	24835	25121	7.0%	6.1%	6.3%
Westminster	1377	1228	1101	17363	17868	18132	7.9%	6.9%	6.1%
Inner London – All LAs	18380	16541	16986	282171	286849	292260	6.5%	5.8%	5.8%
Barking & Dagenham	1834	2175	2335	28621	29658	31021	6.4%	7.3%	7.5%
Barnet	2727	2505	2739	40949	41749	42764	6.7%	6.0%	6.4%
Bexley	1360	1254	1429	35570	35720	36201	3.8%	3.5%	3.9%
Brent	2527	2611	2678	35912	36860	37926	7.0%	7.1%	7.1%
Bromley	1556	1347	1392	40563	40648	40860	3.8%	3.3%	3.4%
Croydon	2799	2660	2942	45050	45546	46410	6.2%	5.8%	6.3%
Ealing	2915	2815	2949	39147	39820	40838	7.4%	7.1%	7.2%
Enfield	2569	2508	2632	44961	45792	46724	5.7%	5.5%	5.6%
Haringey	2182	1905	2100	30199	30452	30831	7.2%	6.3%	6.8%
Harrow	2014	1993	1992	27474	27810	28418	7.3%	7.2%	7.0%
Havering	1373	1209	1319	33782	33822	33787	4.1%	3.6%	3.9%
Hillingdon	2291	2168	2329	37251	37777	38523	6.2%	5.7%	6.0%
Hounslow	1975	1954	2083	30616	31051	31873	6.5%	6.3%	6.5%
Kingston upon Thames	1014	923	981	18602	18849	19220	5.5%	4.9%	5.1%
Merton	1378	1297	1388	21343	21677	22566	6.5%	6.0%	6.2%
Newham	3384	4044	4190	45466	46267	47715	7.4%	8.7%	8.8%
Redbridge	2471	2385	2384	39832	40781	41675	6.2%	5.8%	5.7%
Richmond upon Thames	1079	1001	939	19731	20066	20466	5.5%	5.0%	4.6%
Sutton	1011	839	963	26760	26934	27419	3.8%	3.1%	3.5%
Waltham Forest	2248	2315	2380	33202	34011	34878	6.8%	6.8%	6.8%
Outer London – All LAs	40707	39908	42144	675031	685290	700115	6.0%	5.8%	6.0%
Bracknell Forest	615	662	683	13838	14049	14306	4.4%	4.7%	4.8%
Brighton and Hove	1251	1371	1353	27987	28222	28464	4.5%	4.9%	4.8%

Local authority	Non-standard admissions			Number on roll (January)			Non-standard admission rate		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Buckinghamshire	2845	2733	2705	66105	66113	66569	4.3%	4.1%	4.1%
East Sussex	3167	3097	3182	60160	59972	60241	5.3%	5.2%	5.3%
Hampshire	7052	7218	7599	162316	162227	162744	4.3%	4.4%	4.7%
Isle of Wight	1129	1092	1273	16373	16315	16063	6.9%	6.7%	7.9%
Kent	8937	8556	9073	188154	188247	189137	4.7%	4.5%	4.8%
Medway	1915	1876	1963	37058	36767	37004	5.2%	5.1%	5.3%
Milton Keynes	2187	2175	2303	34688	35391	36101	6.3%	6.1%	6.4%
Oxfordshire	3953	4125	4154	76063	76575	77382	5.2%	5.4%	5.4%
Portsmouth	1251	1216	1329	22484	22538	22550	5.6%	5.4%	5.9%
Reading	919	1002	973	15059	15351	15823	6.1%	6.5%	6.1%
Slough	1097	1068	1405	19680	20317	21130	5.6%	5.3%	6.6%
Southampton	1490	1549	1583	25906	26092	26317	5.8%	5.9%	6.0%
Surrey	5003	5376	5125	129417	130222	131318	3.9%	4.1%	3.9%
West Berkshire	904	856	864	21712	21637	21609	4.2%	4.0%	4.0%
West Sussex	3907	4134	4108	96275	96614	97191	4.1%	4.3%	4.2%
Windsor & Maidenhead	963	936	805	16602	17399	17648	5.8%	5.4%	4.6%
Wokingham	849	1050	886	20312	20788	20984	4.2%	5.1%	4.2%
South East – All LAs	49434	50092	51366	1050189	1054836	1062581	4.7%	4.7%	4.8%
Bath & NE Somerset	805	818	776	22183	22010	22092	3.6%	3.7%	3.5%
Bournemouth	1019	1088	950	18564	18536	18679	5.5%	5.9%	5.1%
City of Bristol	2546	2667	2667	43087	43826	45013	5.9%	6.1%	5.9%
Cornwall	3592	3434	3711	64929	64785	64930	5.5%	5.3%	5.7%
Devon	4608	4560	4615	87541	86939	86834	5.3%	5.2%	5.3%
Dorset	2344	2279	2281	48891	48694	48811	4.8%	4.7%	4.7%
Gloucestershire	3175	3330	3236	75204	74953	74834	4.2%	4.4%	4.3%
Isles of Scilly	9	4	14	253	238	254	3.6%	1.7%	5.5%
North Somerset	1126	1120	1043	26045	26069	26180	4.3%	4.3%	4.0%
Plymouth	1566	1561	1696	32180	32094	32192	4.9%	4.9%	5.3%
Poole	607	709	739	16724	16681	16670	3.6%	4.3%	4.4%
Somerset	3152	3279	3254	64152	63804	63820	4.9%	5.1%	5.1%
South Gloucestershire	1532	1456	1459	36237	35927	35642	4.2%	4.1%	4.1%
Swindon	1307	1427	1411	27605	27708	28121	4.7%	5.2%	5.0%
Torbay	826	991	922	16068	15932	15902	5.1%	6.2%	5.8%
Wiltshire	3318	3520	3349	59354	59214	59354	5.6%	5.9%	5.6%
South West – All LAs	31532	32243	32123	639017	637410	639328	4.9%	5.1%	5.0%
England – All LAs	323213	320582	328499	6664543	6674768	6717776	4.8%	4.8%	4.9%

Appendix 3.2: Rate of in-year admissions by local authority and type 2009/10 to 2011/12

Region	Local authority	LA_Code	First registrations	Returns	House Movers	Switchers	All	Avg. cohort size
North East	Darlington	841	0.4%	0.5%	2.1%	1.4%	4.4%	13782
North East	Durham	840	0.3%	0.4%	2.1%	1.4%	4.2%	62226
North East	Gateshead	390	0.3%	0.3%	1.6%	1.3%	3.5%	24121
North East	Hartlepool	805	0.2%	0.3%	1.8%	1.1%	3.5%	13162
North East	Middlesbrough	806	1.0%	0.6%	2.2%	1.4%	5.2%	19159
North East	Newcastle upon Tyne	391	1.2%	0.7%	1.7%	1.9%	5.5%	30630
North East	North Tyneside	392	0.3%	0.3%	1.6%	1.5%	3.7%	24999
North East	Northumberland	929	0.3%	0.4%	1.7%	1.6%	4.0%	40082
North East	Redcar and Cleveland	807	0.1%	0.2%	2.0%	1.3%	3.8%	19255
North East	South Tyneside	393	0.3%	0.3%	1.4%	1.4%	3.4%	18817
North East	Stockton on Tees	808	0.3%	0.4%	2.0%	1.4%	4.1%	25448
North East	Sunderland	394	0.2%	0.4%	1.4%	1.1%	3.1%	35876
Yorkshire & Humber	Barnsley	370	0.4%	0.3%	2.0%	1.6%	4.2%	29405
Yorkshire & Humber	Bradford	380	1.1%	1.2%	1.5%	1.3%	5.2%	77312
Yorkshire & Humber	Calderdale	381	0.5%	0.6%	1.7%	1.8%	4.7%	30694
Yorkshire & Humber	City of Kingston-Upon-Hull	810	0.9%	0.6%	2.4%	2.0%	6.0%	31726
Yorkshire & Humber	Doncaster	371	0.6%	0.5%	2.4%	1.7%	5.2%	39976
Yorkshire & Humber	East Riding of Yorkshire	811	0.4%	0.5%	2.2%	1.2%	4.3%	42555
Yorkshire & Humber	Kirklees	382	0.7%	0.6%	1.5%	1.2%	4.0%	57067
Yorkshire & Humber	Leeds	383	0.9%	0.7%	1.8%	1.2%	4.7%	94542
Yorkshire & Humber	North East Lincolnshire	812	0.4%	0.4%	2.7%	1.9%	5.4%	21216
Yorkshire & Humber	North Lincolnshire	813	0.5%	0.4%	2.5%	1.3%	4.7%	22083
Yorkshire & Humber	North Yorkshire	815	0.5%	0.6%	2.4%	1.4%	4.9%	73852
Yorkshire & Humber	Rotherham	372	0.6%	0.5%	1.7%	1.2%	4.1%	37743
Yorkshire & Humber	Sheffield	373	1.0%	0.7%	1.5%	1.3%	4.6%	65722
Yorkshire & Humber	Wakefield	384	0.5%	0.4%	1.6%	1.4%	4.0%	43500

Region	Local authority	LA_Code	First registrations	Returners	House Movers	Switchers	All	Avg. cohort size
Yorkshire & Humber	York	816	0.9%	0.5%	1.9%	1.2%	4.5%	21017
North West	Blackburn	889	0.6%	0.6%	1.5%	1.4%	4.1%	22754
North West	Blackpool	890	0.6%	0.9%	3.0%	1.8%	6.3%	18423
North West	Bolton	350	0.9%	0.6%	1.7%	1.6%	4.7%	40318
North West	Bury	351	0.6%	0.5%	1.5%	1.5%	4.1%	25754
North West	Cheshire East	895	0.6%	0.5%	1.5%	1.6%	4.3%	44829
North West	Cheshire West and Chester	896	0.5%	0.6%	1.4%	1.5%	3.9%	42381
North West	Cumbria	909	0.4%	0.4%	1.4%	1.2%	3.4%	62296
North West	Halton	876	0.2%	0.4%	1.6%	1.5%	3.6%	16833
North West	Knowsley	340	0.1%	0.3%	1.6%	1.5%	3.5%	18891
North West	Lancashire	888	0.5%	0.5%	1.7%	1.5%	4.2%	151511
North West	Liverpool	341	0.7%	0.6%	1.8%	1.7%	4.9%	55625
North West	Manchester	352	2.1%	1.3%	1.9%	1.7%	7.1%	59420
North West	Oldham	353	0.6%	0.7%	1.3%	1.5%	4.1%	36332
North West	Rochdale	354	0.7%	0.6%	1.7%	1.6%	4.6%	30106
North West	Salford	355	1.2%	0.7%	1.8%	1.8%	5.4%	27802
North West	Sefton	343	0.4%	0.4%	1.3%	1.5%	3.6%	36207
North West	St Helens	342	0.2%	0.3%	1.5%	1.4%	3.3%	22976
North West	Stockport	356	0.4%	0.4%	1.4%	1.3%	3.5%	35583
North West	Tameside	357	0.5%	0.5%	1.7%	1.2%	3.8%	31275
North West	Trafford	358	0.6%	0.5%	1.6%	1.4%	4.0%	30590
North West	Warrington	877	0.5%	0.4%	1.6%	1.5%	4.0%	28306
North West	Wigan	359	0.3%	0.3%	1.4%	1.4%	3.5%	42139
North West	Wirral	344	0.3%	0.4%	1.6%	1.5%	3.8%	41131
West Midlands	Birmingham	330	1.1%	0.9%	1.6%	1.7%	5.3%	156537
West Midlands	Coventry	331	1.4%	0.8%	1.9%	1.8%	5.9%	42879
West Midlands	Dudley	332	0.3%	0.4%	1.3%	1.3%	3.2%	43359
West Midlands	Herefordshire	884	0.8%	0.8%	2.2%	1.9%	5.6%	21371
West Midlands	Sandwell	333	0.9%	0.7%	1.8%	1.7%	5.2%	44778
West Midlands	Shropshire	893	0.5%	0.7%	2.0%	1.3%	4.5%	35440
West Midlands	Solihull	334	0.3%	0.4%	1.4%	1.1%	3.3%	32579
West Midlands	Staffordshire	860	0.3%	0.4%	1.7%	1.5%	3.9%	106765
West Midlands	Stoke-on-Trent	861	0.7%	0.7%	2.2%	1.7%	5.3%	30561
West Midlands	Telford & Wrekin	894	0.5%	0.5%	2.3%	1.9%	5.2%	23712
West Midlands	Walsall	335	0.4%	0.5%	1.5%	1.8%	4.2%	40035
West Midlands	Warwickshire	937	0.6%	0.5%	1.7%	1.4%	4.1%	68147
West Midlands	Wolverhampton	336	1.0%	0.7%	2.0%	1.9%	5.6%	32082

Region	Local authority	LA_Code	First registrations	Returners	House Movers	Switchers	All	Avg. cohort size
West Midlands	Worcestershire	885	0.4%	0.4%	1.5%	1.4%	3.7%	69130
East Midlands	City of Derby	831	1.1%	1.0%	1.9%	1.6%	5.7%	34102
East Midlands	Derbyshire	830	0.3%	0.4%	1.7%	1.4%	3.8%	96516
East Midlands	Leicester City	856	1.9%	1.1%	2.0%	1.7%	6.7%	42849
East Midlands	Leicestershire	855	0.4%	0.4%	1.7%	1.2%	3.7%	84569
East Midlands	Northamptonshire	928	0.8%	0.6%	1.9%	1.4%	4.6%	94542
East Midlands	Nottingham City	892	1.5%	1.2%	2.4%	1.9%	7.0%	33944
East Midlands	Nottinghamshire	891	0.6%	0.5%	2.0%	1.4%	4.5%	100409
East Midlands	Rutland	857	0.5%	0.6%	2.9%	2.1%	6.2%	4841
East of England	Bedford Borough	822	1.1%	0.7%	1.9%	1.5%	5.3%	21908
East of England	Cambridgeshire	873	1.1%	0.7%	2.2%	1.2%	5.2%	72958
East of England	Central Bedfordshire	823	0.5%	0.6%	1.8%	1.5%	4.5%	34286
East of England	Essex	881	0.6%	0.6%	1.9%	1.4%	4.4%	179932
East of England	Hertfordshire	919	0.6%	0.5%	1.3%	1.2%	3.7%	150380
East of England	Lincolnshire	925	0.8%	0.6%	2.7%	1.8%	5.9%	90148
East of England	Luton	821	1.6%	1.2%	1.6%	1.6%	5.9%	31389
East of England	Norfolk	926	0.8%	0.6%	2.3%	1.5%	5.1%	99626
East of England	Peterborough	874	2.2%	1.0%	2.6%	2.0%	7.8%	27120
East of England	Southend	882	0.8%	0.6%	1.7%	1.3%	4.5%	23520
East of England	Suffolk	935	0.8%	0.5%	2.2%	1.6%	5.2%	87323
East of England	Thurrock	883	0.8%	0.6%	2.0%	1.5%	4.9%	22148
Inner London	Camden	202	1.5%	1.1%	1.2%	1.8%	5.7%	17723
Inner London	City of London	201	0.5%	0.6%	0.5%	1.9%	3.5%	207
Inner London	Greenwich	203	1.9%	1.2%	1.6%	1.9%	6.5%	30446
Inner London	Hackney	204	1.5%	1.0%	1.6%	2.2%	6.4%	24669
Inner London	Hammersmith & Fulham	205	1.8%	1.2%	1.3%	1.6%	5.9%	14612
Inner London	Islington	206	1.3%	1.1%	1.6%	2.0%	6.1%	20101
Inner London	Kensington & Chelsea	207	2.2%	1.2%	1.4%	2.0%	6.8%	9796
Inner London	Lambeth	208	1.7%	1.1%	1.1%	1.6%	5.6%	28358
Inner London	Lewisham	209	1.6%	1.0%	1.5%	1.8%	5.9%	32404
Inner London	Southwark	210	1.8%	1.0%	1.3%	1.6%	5.8%	32390
Inner London	Tower Hamlets	211	1.4%	1.1%	1.1%	1.5%	5.2%	33693
Inner London	Wandsworth	212	2.0%	1.2%	1.5%	1.8%	6.5%	24908
Inner London	Westminster	213	2.3%	1.3%	1.6%	1.7%	6.9%	17788
Outer London	Barking & Dagenham	301	1.9%	1.3%	2.0%	2.0%	7.1%	29767
Outer London	Barnet	302	2.3%	1.1%	1.5%	1.5%	6.4%	41821

Region	Local authority	LA_Code	First registrations	Returners	House Movers	Switchers	All	Avg. cohort size
Outer London	Bexley	303	0.6%	0.6%	1.2%	1.3%	3.8%	35830
Outer London	Brent	304	3.2%	1.4%	1.2%	1.2%	7.1%	36899
Outer London	Bromley	305	0.7%	0.5%	1.1%	1.2%	3.5%	40690
Outer London	Croydon	306	1.8%	1.0%	1.5%	1.8%	6.1%	45669
Outer London	Ealing	307	2.7%	1.2%	1.6%	1.7%	7.2%	39935
Outer London	Enfield	308	1.5%	1.0%	1.5%	1.6%	5.6%	45826
Outer London	Haringey	309	2.6%	1.2%	1.4%	1.5%	6.8%	30494
Outer London	Harrow	310	2.5%	1.2%	1.6%	1.9%	7.2%	27901
Outer London	Havering	311	0.5%	0.6%	1.5%	1.2%	3.8%	33797
Outer London	Hillingdon	312	1.4%	1.0%	1.7%	1.8%	6.0%	37850
Outer London	Hounslow	313	2.2%	1.1%	1.6%	1.6%	6.4%	31180
Outer London	Kingston upon Thames	314	1.5%	0.8%	1.3%	1.5%	5.1%	18890
Outer London	Merton	315	2.2%	1.1%	1.4%	1.5%	6.2%	21862
Outer London	Newham	316	3.1%	1.6%	1.6%	2.1%	8.3%	46483
Outer London	Redbridge	317	1.8%	1.4%	1.2%	1.5%	5.9%	40763
Outer London	Richmond upon Thames	318	1.6%	0.8%	1.1%	1.5%	5.0%	20088
Outer London	Sutton	319	0.7%	0.6%	1.0%	1.2%	3.5%	27038
Outer London	Waltham Forest	320	2.3%	1.3%	1.5%	1.7%	6.8%	34030
South East	Bracknell Forest	867	0.9%	0.6%	1.7%	1.5%	4.6%	14064
South East	Brighton and Hove	846	1.2%	0.7%	1.5%	1.3%	4.7%	28224
South East	Buckinghamshire	825	0.7%	0.6%	1.4%	1.4%	4.2%	66262
South East	East Sussex	845	0.7%	0.8%	2.0%	1.7%	5.2%	60124
South East	Hampshire	850	0.6%	0.5%	1.9%	1.5%	4.5%	162429
South East	Isle of Wight	921	0.5%	0.7%	2.8%	3.2%	7.2%	16250
South East	Kent	886	0.8%	0.6%	1.7%	1.6%	4.7%	188513
South East	Medway	887	0.7%	0.7%	2.2%	1.6%	5.2%	36943
South East	Milton Keynes	826	1.1%	0.9%	2.5%	1.8%	6.3%	35393
South East	Oxfordshire	931	1.2%	0.8%	1.9%	1.5%	5.3%	76673
South East	Portsmouth	851	0.9%	0.6%	2.1%	1.9%	5.6%	22524
South East	Reading	870	1.9%	0.9%	1.7%	1.7%	6.3%	15411
South East	Slough	871	1.6%	1.0%	1.5%	1.7%	5.8%	20376
South East	Southampton	852	1.3%	0.8%	1.9%	1.9%	5.9%	26105
South East	Surrey	936	0.9%	0.7%	1.3%	1.2%	4.0%	130319
South East	West Berkshire	869	0.6%	0.5%	1.6%	1.4%	4.0%	21653
South East	West Sussex	938	0.8%	0.6%	1.5%	1.3%	4.2%	96693
South East	Windsor & Maidenhead	868	1.2%	1.1%	1.4%	1.6%	5.2%	17216

Region	Local authority	LA_Code	First registrations	Returns	House Movers	Switchers	All	Avg. cohort size
South East	Wokingham	872	1.0%	0.6%	1.5%	1.4%	4.5%	20695
South West	Bath & NE Somerset	800	0.7%	0.6%	1.2%	1.2%	3.6%	22095
South West	Bournemouth	837	1.3%	0.8%	1.7%	1.7%	5.5%	18593
South West	City of Bristol	801	1.2%	0.8%	1.9%	2.1%	6.0%	43975
South West	Cornwall	908	0.5%	0.7%	2.8%	1.6%	5.5%	64881
South West	Devon	878	0.7%	0.7%	2.4%	1.4%	5.3%	87105
South West	Dorset	835	0.5%	0.6%	2.3%	1.3%	4.7%	48799
South West	Gloucestershire	916	0.6%	0.6%	1.8%	1.3%	4.3%	74997
South West	Isles of Scilly	420	0.3%	0.8%	2.6%	0.0%	3.6%	248
South West	North Somerset	802	0.5%	0.5%	1.8%	1.4%	4.2%	26098
South West	Plymouth	879	0.6%	0.6%	2.2%	1.7%	5.0%	32155
South West	Poole	836	0.6%	0.5%	1.6%	1.4%	4.1%	16692
South West	Somerset	933	0.6%	0.6%	2.3%	1.5%	5.1%	63925
South West	South Gloucestershire	803	0.5%	0.5%	1.6%	1.6%	4.1%	35935
South West	Swindon	866	0.9%	0.5%	1.9%	1.7%	5.0%	27811
South West	Torbay	880	0.6%	0.7%	2.7%	1.8%	5.7%	15967
South West	Wiltshire	865	0.6%	0.7%	2.7%	1.7%	5.7%	59307
	England		0.9%	0.7%	1.8%	1.5%	4.8%	6685696

Appendix 3.3: Numbers and rates of in-year admissions by pupil characteristics

Category	Group	Non-standard admissions			Number on roll (January)			Non-standard admission rate		
		2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Ethnicity	White – British	184415	180918	175811	4972650	4945653	4905609	3.7%	3.7%	3.6%
	White – Irish	1222	1175	1162	21419	21209	20946	5.7%	5.5%	5.5%
	White – Traveller of Irish heritage	1303	1178	1279	4460	4649	4802	29.2%	25.3%	26.6%
	White – Gypsy/Roma	3201	3246	3182	11870	13917	15665	27.0%	23.3%	20.3%
	White – any other White background	30567	31533	30974	249567	259668	276220	12.2%	12.1%	11.2%
	Mixed – White and Black Caribbean	4794	4740	4902	84620	87912	91397	5.7%	5.4%	5.4%
	Mixed – White and Black African	2526	2618	2692	29629	32590	35729	8.5%	8.0%	7.5%
	Mixed – White and Asian	3306	3661	3728	56864	61779	66872	5.8%	5.9%	5.6%
	Mixed – any other mixed background	6935	7017	6951	95029	101459	106754	7.3%	6.9%	6.5%
	Asian or Asian British – Indian	8195	8554	8074	160135	164442	168556	5.1%	5.2%	4.8%
	Asian or Asian British – Pakistani	13006	12836	12983	235409	245922	256303	5.5%	5.2%	5.1%
	Asian or Asian British – Bangladeshi	5059	4893	4607	96817	101310	104834	5.2%	4.8%	4.4%
	Asian or Asian British – any other Asian background	9877	9876	12271	85552	91635	106671	11.5%	10.8%	11.5%
	Black or Black British – Caribbean	5675	5040	5021	91028	90295	89280	6.2%	5.6%	5.6%

Category	Group	Non-standard admissions			Number on roll (January)			Non-standard admission rate		
		2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
	Black or Black British – African	19885	19498	17890	187925	200937	212804	10.6%	9.7%	8.4%
	Black or Black British – any other Black b'ground	3623	3692	3792	36957	39405	41524	9.8%	9.4%	9.1%
	Chinese	2089	2072	1983	23376	23945	24377	8.9%	8.7%	8.1%
	Any other ethnic group	12406	11363	10958	87825	93027	98402	14.1%	12.2%	11.1%
	Parent/pupil preferred not to say	1847	1797	1705	36758	34654	32631	5.0%	5.2%	5.2%
	Information not yet obtained	3233	3159	2624	96653	60360	58400	3.3%	5.2%	4.5%
Free school meals	Not FSM/not known	244592	241432	241577	5523773	5492154	5517784	4.4%	4.4%	4.4%
	FSM	78619	79150	86921	1140770	1182614	1199992	6.9%	6.7%	7.2%
Gender	Boys	161917	160452	165172	3396182	3400140	3421418	4.8%	4.7%	4.8%
	Girls	161296	160130	163327	3268361	3274628	3296358	4.9%	4.9%	5.0%
Special Educational Needs (SEN)	Not SEN	265995	263140	268408	5185346	5232651	5337579	5.1%	5.0%	5.0%
	School Action	31658	31068	32448	885177	853783	806673	3.6%	3.6%	4.0%
	School Action Plus	20462	21058	22050	476034	471483	457163	4.3%	4.5%	4.8%
	Statement	5096	5316	5592	117986	116851	116361	4.3%	4.5%	4.8%
Highest SEN (Ever)	Not SEN	168222	178941	199812	5185346	5232651	5337579	3.2%	3.4%	3.7%
	School Action	77702	71780	66101	885177	853783	806673	8.8%	8.4%	8.2%
	School Action Plus	66603	60565	54905	476034	471483	457163	14.0%	12.8%	12.0%
	Statement	10686	9296	7681	117986	116851	116361	9.1%	8.0%	6.6%
Total	All pupils	323213	320582	328499	6664543	6674768	6717776	4.8%	4.8%	4.9%

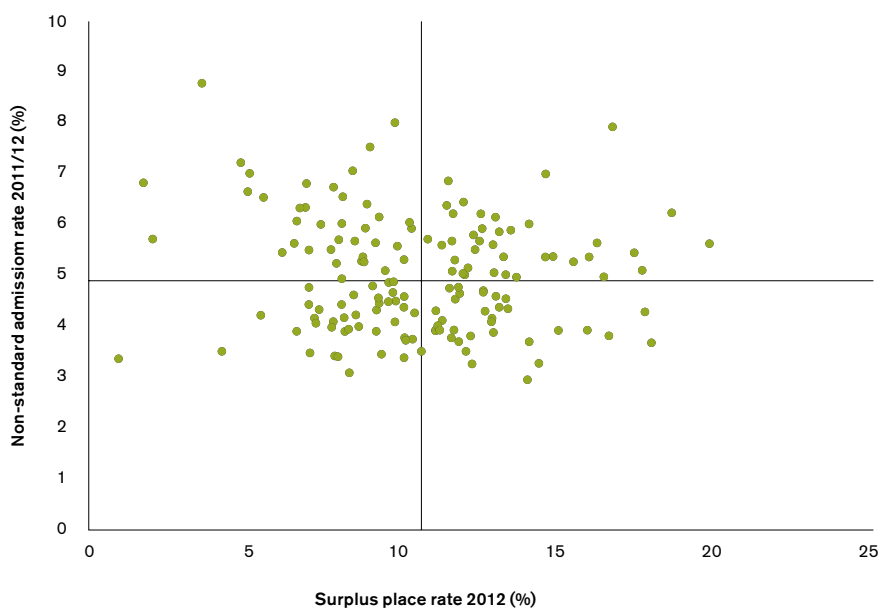
Appendix 3.4: Characteristics of in-year admissions 2009/10 to 2011/12 by type

Grouping	Value	First registrations	Returners	House movers	Switchers	All
Ethnicity	White – British	16%	47%	69%	67%	56%
	White – Irish	1%	1%	0%	0%	0%
	White – Traveller of Irish heritage	0%	1%	0%	0%	0%
	White – Gypsy/Roma	2%	2%	1%	0%	1%
	White – any other White background	27%	9%	5%	5%	10%
	Mixed – White and Black Caribbean	1%	1%	2%	2%	1%
	Mixed – White and Black African	1%	1%	1%	1%	1%
	Mixed – White and Asian	1%	1%	1%	1%	1%
	Mixed – any other mixed background	3%	3%	2%	2%	2%
	Asian or Asian British – Indian	4%	3%	2%	2%	3%
	Asian or Asian British – Pakistani	5%	7%	3%	4%	4%
	Asian or Asian British – Bangladeshi	1%	2%	1%	1%	1%
	Asian or Asian British – any other Asian b'gnd	7%	3%	2%	2%	3%
	Black or Black British – Caribbean	1%	2%	1%	2%	2%
	Black or Black British – African	9%	7%	5%	5%	6%
	Black or Black British – any other Black b'gnd	2%	1%	1%	1%	1%
	Chinese	1%	1%	1%	0%	1%
	Any other ethnic group	8%	5%	2%	2%	4%
	Parent/pupil preferred not to say	1%	1%	0%	1%	1%
	Information not yet obtained	10%	2%	1%	1%	3%
Prior Attainment	Highest 20%	0%	12%	11%	12%	12%
	Second Highest 20%	0%	15%	15%	16%	15%
	Middle 20%	0%	18%	19%	19%	19%
	Second Lowest 20%	0%	21%	24%	24%	23%
	Lowest 20%	0%	34%	31%	29%	31%
	Recorded	0%	73%	90%	90%	71%
	Not recorded	100%	27%	10%	10%	29%
Highest Prior SEN Code of Practice Stage	Not SEN	0%	58%	61%	59%	49%
	School Action	0%	18%	20%	19%	16%
	School Action Plus	0%	15%	15%	16%	12%
	Statement	0%	2%	1%	2%	1%
	Not recorded	100%	7%	3%	4%	21%
Pupil Premium	Not FSM or CLA or Service	83%	54%	41%	53%	54%
	FSM or CLA or Service	17%	46%	59%	47%	46%
Total	All	176212	135681	356065	303582	972294

Appendix 3.5: Cross-boundary (based on local authority of schools) non-standard moves 2009/10 to 2011/12 (500 exports or more)

Previous local authority	Receiving local authority	Exports	Imports	Net
Nottingham City	Nottinghamshire	1111	633	-478
Leicester City	Leicestershire	1084	503	-581
Stoke-on-Trent	Staffordshire	768	488	-280
Birmingham	Solihull	745	325	-420
City of Kingston-Upon-Hull	East Riding of Yorkshire	738	413	-325
Southampton	Hampshire	711	330	-381
Birmingham	Sandwell	672	503	-169
Essex	Suffolk	656	428	-228
Medway	Kent	655	577	-78
Derbyshire	Nottinghamshire	638	604	-34
Nottinghamshire	Nottingham City	633	1111	478
Portsmouth	Hampshire	632	381	-251
Nottinghamshire	Derbyshire	604	638	34
Surrey	Hampshire	604	404	-200
City of Bristol	South Gloucestershire	602	337	-265
Haringey	Enfield	598	259	-339
Kent	Medway	577	655	78
Suffolk	Norfolk	577	564	-13
Norfolk	Suffolk	564	577	13
Newham	Redbridge	549	215	-334
Sandwell	Dudley	518	303	-215
Greenwich	Bexley	506	211	-295
Sandwell	Birmingham	503	672	169
City of Derby	Derbyshire	503	291	-212
Leicestershire	Leicester City	503	1084	581

Appendix 3.6: Local authority in-year admission and surplus place rates 2011/12



Types of non-standard admissions also vary by local authority (Appendix 2). While rates of first registrations, returners and switchers tend to work in concert, rates of house movers have a different pattern. Whereas rates tend to be lowest in parts of the North East, North West and West Midlands, the lowest rate of non-standard admissions involving house movers occurred in parts of London.

Appendix 3.7: Local authorities with the highest rates of in-year admissions by type 2009/10 to 2011/12

Category	Highest	Lowest
First registrations	Harrow	Knowsley
	Haringey	Redcar and Cleveland
	Ealing	St Helens
	Newham	Halton
	Brent	Sunderland
Returners	Westminster	Redcar and Cleveland
	Manchester	St Helens
	Redbridge	Wigan
	Brent	South Tyneside
	Newham	North Tyneside

House movers	Wiltshire	City of London
	Cornwall	Sutton
	Isle of Wight	Richmond upon Thames
	Rutland	Bromley
	Blackpool	Lambeth
Switchers	Newham	Isles of Scilly
	City of Bristol	Hartlepool
	Rutland	Solihull
	Hackney	Sunderland
	Isle of Wight	Tameside
All	Isle of Wight	Sunderland
	Harrow	Dudley
	Ealing	Solihull
	Peterborough	St Helens
	Newham	South Tyneside

Further analysis of pupils changing school ('house movers' and 'switchers') shows that a proportion of them are admitted to schools in other local authorities. Nationally, this rate was 55 percent among pupils making non-standard moves involving a house move, and 19 percent among 'switchers' over the last three years.

Appendix 4: Further information on the impact of in-year admissions on attainment

Evidence suggesting an association

Some evidence suggests there is not a link between in-year moves and low attainment but rather that they share the same root causes. For example, Strand and Demie (2006) found that in one local authority almost all of the ‘attainment gap’ between pupils who make non-standard moves and their peers could be accounted for by differences in characteristics and prior attainment.

Evidence suggesting there is a link

However, some past measures of school performance implied there was a link between mobility and attainment. Contextual value added data (CVA) was analysed to show this effect and analysis was carried out by the Department for Education until 2010 and continued by the Fischer Family Trust (FFT).

These CVA calculations show that pupils who joined the school at which they were assessed at the end of Key Stage 2, at the start of or during Year 6, achieved 0.5 points below expectation. In other words, taking account of prior attainment and other pupil characteristics, Year 6 joiners were, on average, half a term behind their peers. The effects of pupil mobility on other late joiners were more modest (see Appendix 3).

Appendix 4.1: Mobility effects in the 2010 Key Stage 1 to Key Stage 2 CVA model (mean Key Stage 2 points score in English and maths)

Time of joining school	Effect (KS2 points score)
Start of or during Year 6	-0.509
Start of or during Year 5	-0.306
Start of or during Years 3 or 4	-0.227

Pupil mobility had a more substantial effect in the Key Stage 2 to Key Stage 4 CVA model. This model assessed pupils’ scores in their ‘best 8’ GCSEs (or equivalents) with ‘bonuses’ for English and mathematics in terms of prior attainment and pupil characteristics. Two mobility effects were included. As the outcome measure differs from the Key Stage 1 to Key Stage 2 CVA model, the size of the effects cannot be directly compared as they are on different scales. Nonetheless, pupil mobility had a more substantive effect in the Key Stage 2 to Key Stage 4 CVA model. On average, pupils who joined their school in Years 10 or 11 achieved 72 points below expectation. In other words, over a grade per subject below ‘similar’ pupils in terms of prior attainment and pupil characteristics.

The mobility effects included in CVA models do not overlap with in-year admissions. For instance, pupils moving from infant to junior schools would be included in the final row of Appendix 4.2. Similarly, the Key Stage 2 to Key Stage 4 CVA model included an effect for pupils who joined their school in October (or later) in Years 7 to 9. This would exclude any in-year admissions in September.

Although the Department for Education ceased calculation of CVA in 2010, FFT has continued to provide contextual value added analysis, using a different methodology, to schools and local authorities.¹³ Appendix 4.2 shows present value added scores for an adapted version of the 2012 FFT Key Stage 2 to Key Stage 4 model in which pupils' 'best 8' capped points scores with English and mathematics 'bonuses' are estimated on the basis of prior attainment and pupil and school characteristics, in order to compare the progress of in-year admissions to their peers, removing mobility effects from the FFT CVA model.

Appendix 4.2 shows that there is a 30 point difference – equivalent to half a grade per subject on average – between pupils who move in-year during their secondary education and their peers. This represents around half of the total difference in actual points scores between the two groups. Estimated points scores for pupils who make in-year moves are below average, confirming that such pupils vary from average in prior attainment and pupil characteristics.

Appendix 4.2: FFT Key Stage 2 to Key Stage 4 CVA scores (capped 'best 8' points scores with English and maths bonuses) by number of in-year admissions made during secondary education

	Actual	Estimate	Value Added	Pupils
None	425.1	422.4	2.7	494,497
One or more	364.6	392.0	-27.4	48,618
Total	419.7	419.7	0.0	543,115

Appendix 4.3 shows that FFT CVA scores are lowest for pupils who change school during Year 11 and are much less pronounced for pupils who move in Years 7 and 8.

13. www.fischertrust.org/downloads/dap/CVA/FFT_Models_Summary.pdf

Appendix 4.3: FFT Key Stage 2 to Key Stage 4 CVA scores (capped 'best 8' points scores with English and maths bonuses) by national curriculum year of latest in-year admission made during secondary education

	Actual	Estimate	Value Added	Pupils
7	390.8	398.8	-8.0	7005
8	384.1	396.4	-12.4	13324
9	367.3	390.2	-22.9	13793
10	339.0	385.4	-46.4	11511
11	302.9	389.6	-86.6	2985
Total	364.6	392.0	-27.4	48618

The RSA: an enlightenment organisation committed to finding innovative practical solutions to today's social challenges. Through its ideas, research and 27,000-strong Fellowship it seeks to understand and enhance human capability so we can close the gap between today's reality and people's hopes for a better world.



8 John Adam Street
London WC2N 6EZ
+44 (0)20 7930 5115

Registered as a charity
in England and Wales
no. 212424

Copyright © RSA 2013

www.thersa.org
