

Public Document Pack



**Service Director – Legal, Governance and
Commissioning**

Julie Muscroft

The Democracy Service
Civic Centre 3
High Street
Huddersfield
HD1 2TG

Tel: 01484 221000

Please ask for: Andrea Woodside

Email: andrea.woodside@kirklees.gov.uk

Monday 11 February 2019

Notice of Meeting

Dear Member

Cabinet

The **Cabinet** will meet in the **Council Chamber - Town Hall, Huddersfield** at **4.00 pm** on **Tuesday 19 February 2019**.

This meeting will be live webcast. To access the webcast please go to the Council's website at the time of the meeting and follow the instructions on the page.

The items which will be discussed are described in the agenda and there are reports attached which give more details.

A handwritten signature in black ink, appearing to read "Julie Muscroft".

Julie Muscroft

Service Director – Legal, Governance and Commissioning

Kirklees Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair/Clerk of their intentions prior to the meeting.

The Cabinet members are:-

Member

Councillor Shabir Pandor
Councillor David Sheard

Councillor Masood Ahmed
Councillor Viv Kendrick

Councillor Musarrat Khan
Councillor Naheed Mather
Councillor Peter McBride
Councillor Cathy Scott
Councillor Graham Turner

Responsible For:

Leader of the Council
Deputy Leader of the Council and holder of the
Deputy Leaders Cabinet Portfolio
Cabinet Member - Learning and Aspiration
Cabinet Member - Children (Statutory
responsibility for Children)
Cabinet Member - Health and Social Care
Cabinet Member - Communities and Environment
Cabinet Member - Economy
Cabinet Member - Housing and Democracy
Cabinet Member - Corporate

Agenda

Reports or Explanatory Notes Attached

Pages

1: Membership of the Committee

To receive apologies for absence of Members who are unable to attend this meeting.

2: Minutes of previous meeting

1 - 14

To approve the Minutes of the meetings of Cabinet held on 22 January and 29 January 2019.

3: Interests

15 - 16

The Councillors will be asked to say if there are any items on the Agenda in which they have disclosable pecuniary interests, which would prevent them from participating in any discussion of the items or participating in any vote upon the items, or any other interests.

4: Admission of the Public

Most debates take place in public. This only changes when there is a need to consider certain issues, for instance, commercially sensitive information or details concerning an individual. You will be told at this point whether there are any items on the Agenda which are to be discussed in private.

5: Deputations/Petitions

The Cabinet will receive any petitions and hear any deputations from members of the public. A deputation is where up to five people can attend the meeting and make a presentation on some particular issue of concern. A member of the public can also hand in a petition at the meeting but that petition should relate to something on which the body has powers and responsibilities.

In accordance with Council Procedure Rule 10 (2), Members of the Public should provide at least 24 hours' notice of presenting a deputation.

6: Public Question Time

The Cabinet will hear any questions from the general public.

7: Member Question Time

To consider questions from Councillors.

8: Determination of school admission arrangements for 2020/21 17 - 52

A report presenting the results of this year's consultation and seeks to determine admission arrangements for all Kirklees community and voluntary controlled schools for 2020/21.

Ward: All

Officer: Sharon Oldfield Pupils Admissions Manager and Martin Wilby Senior Strategic Manager. Tel: 01484 221000

9: To decommission specialist provision at Headlands CE (VC) JI&N School and deliver the service in a different way - Final Decision Report 53 - 92

Decision about the published statutory proposal to decommission 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder and to deliver services in a different way.

Ward: All

Officer: Mandy Cameron, Head of Service Education and Inclusion Harkireet Sohel, Head of Service Outcomes for Children, Tel: 01484 221000

10: Kirklees Annual Educational Standards and Quality Report 2017-18 93 - 156

To report formally the Key Stage educational achievement outcomes for Kirklees Schools in the 2017/18 academic year.

Ward: All

Officer: Emma Brayford, Kirklees Learning Partner and Harkireet Sohel, Head of Service Outcomes for Children. Tel: 01484 221000

- 11: Huddersfield Heritage Led Regeneration Scheme (HLR)** 157 - 172
- A report seeking approval to develop a scheme for the improvement of shop fronts, the creation of viable new uses within the upper floors of the buildings through grant aid and to consider enforcement measures to facilitate the same objectives within Huddersfield town centre.
- Ward:** Newsome
- Officer:** Nigel Hunston, Conservation Design Group Leader. Tel: 01484 221000
-
- 12: Leeds City Region Connectivity Programme** 173 - 182
- This report provides an update on the development of the Leeds City Region Connectivity Strategy. It explains what the Connectivity Strategy is and how potential future Mass Transit options are being developed that improve connectivity within Kirklees and to the City Region.
- Wards:** Dewsbury East Dewsbury West, Batley East, Batley West, Heckmondwike, Liversedge and Gomersal, Cleckheaton
- Officer:** Simon Taylor, Head of Development Management and Tim Lawrence, Principal Engineer. Tel: 01484 221000
-
- 13: Consideration of Improvement Line - 179 Drinker Lane at Royd House, Kirkburton, Huddersfield** 183 - 188
- To consider the Improvement Line 179 on Drinker Lane, Royd House, Kirkburton.
- Ward:** Kirkburton
- Officer:** Tim Lawrence, Principal Engineer. Tel: 01484 221000
-
- 14: Written Questions to the Leader and Cabinet Members (Reference from Council)** 189 - 192
- To receive written questions to the Leader and Cabinet Members that were not dealt with at the previous meeting of Council, held on 16 January 2019, in accordance with Council Procedure Rule 12(8).
- Ward:** N/A
- Officer:** Julie Muscroft, Service Director (Legal, Governance and Commissioning), Andrea Woodside, Principal Governance Officer. Tel: 01484 221000
-

This page is intentionally left blank

Contact Officer: Andrea Woodside

KIRKLEES COUNCIL

CABINET

Tuesday 22nd January 2019

Present: Councillor Shabir Pandor (Chair)
Councillor David Sheard
Councillor Masood Ahmed
Councillor Viv Kendrick
Councillor Peter McBride
Councillor Cathy Scott
Councillor Graham Turner

In attendance: Councillor Martyn Bolt
Councillor Erin Hill

Apologies: Councillor Musarrat Khan
Councillor Naheed Mather

155 Membership of the Committee

Apologies for absence were received on behalf of Councillors Musarrat Khan and Naheed Mather.

156 Minutes of previous meeting

RESOLVED - The Minutes of the meetings of Cabinet held on 11 and 18 December 2018 were agreed.

157 Interests

No interests were declared.

158 Admission of the Public

It was noted that Agenda Items 18, 19 and 20 (Minute Numbers 172, 173 and 174 refers) contained private information (in relation to Items 14, 15 and 16 (Minute Numbers 168, 169 and 170 refers) and would be considered in private session if required.

159 Deputations/Petitions

No deputations or petitions were received.

160 Public Question Time

No questions were asked.

161 Member Question Time

Under the provision of Council Procedure Rule 12(8), the Cabinet received the following question from Councillor Hill, which was not dealt with at the previous meeting of Council held on 16 January 2019: "I know Cllr Kendrick is aware of a

Cabinet - 22 January 2019

case recently where a human trafficking survivor and her six year old son were moved into Kirklees by G4S with three days' notice to the family and no communication with the Council. Despite lobbying from the local MP, the local authority, and the school, this little boy was not able to finish his school term before the family were evicted, and they were left here with little food, no money or phone credit, and no support system. What is the Cabinet member's view on this practice, and is she aware of any other instances where this has happened in Kirklees?"

A response was provided by the Cabinet Member for Children.

Councillor Martyn Bolt referred to a written response received received in relation to the following question not dealt with at the meeting of Council on 16 January 2019:

"Do you value the standing and regular groups which Kirklees facilitates with its residents and user groups?"

Councillor Bolt asked, that given the response affirmed the value of such groups, did the Leader share concerns that the Public Rights of Way Forum had not met since February 2018?

The Leader of the Council advised that he would look into the matters raised.

Councillor Bolt also asked if the Halal Monitoring Committee referred to during the Petition Debate at Council on 16 January 2019 was located in Leicester.

The Cabinet Member, Learning and Aspiration, advised that there were a number of Committees throughout the UK and he would clarify whether it was the Halal Monitoring Committee based in Leicester or Yorkshire which worked with all 5 authorities, further to the meeting.

Councillor Bolt referred to financial information filed on Companies House in relation to the Halal Monitoring Committee Ltd based in Leicester and asked if this was the Committee the Council dealt with, what due diligence had been carried out?

The Leader of the Council advised that he would look into the matters raised.

162 Kirklees Economic Strategy

Cabinet received a report which provided an update on the refresh of the Kirklees Economic Strategy (KES) and asked Cabinet for comments and approval of the final draft text, to take to Council for approval.

The report set out the Council's commitment to supporting the growth of an inclusive and productive economy which created opportunities for everyone, and used innovation to build local wealth. The strategy sought to harness the power of the public, private and third sectors together around the common goal of growing an inclusive and productive economy.

With regards to station re-modelling at Mirfield and Ravensthorpe outlined in Priority 4 within the report, it was noted that whilst the Transpennine upgrade was

dependent on Network Rail investment, the Council would invest its own resources on the back of the upgrade.

RESOLVED - That Cabinet noted progress and signed off the revised draft Kirklees Economic Strategy for the consideration of Council.

163 Dewsbury Town Centre : Strategic Development Framework & Delivery Programme

Cabinet received a report which sought approval for a Strategic Development Framework to guide the long term development of Dewsbury Town Centre and a Delivery Programme which set out a broad range of actions that would progress the regeneration of the town centre over the next three years and for £525,000 to be spent on programme of public realm works.

The Framework set out a 25 year vision for the town centre, supported by a delivery programme that included projects and actions over the next 5 years and built upon the Strategic Development Framework produced in 2010. The Framework's three key aims were to increase activity in the town; make the town centre more attractive and improve accessibility.

The outlined investment into Dewsbury was welcomed and the importance of partnership working in order to improve the perception of crime and ensuring that people felt safe acknowledged.

A suggestion that environmental and air quality impact be evaluated and referenced on relevant Cabinet reports was welcomed and a range of potential preventative initiatives were highlighted.

RESOLVED - That Cabinet:-

1. Approved the Dewsbury Town Centre Strategic Development Framework as described in the report;
2. Approved the Delivery Programme as described in this report;
3. Authorised officers to progress feasibility and development work that would progress the aims and objectives contained in the Strategic Development Framework and Delivery Programme and that this be funded from the 'Aspirational Regeneration of Major Town Centres – Feasibility' part of the Capital Plan and any other relevant sources available; and
4. Approved the expenditure of £525,000 on a programme of works as described in the report, that would improve the appearance of the town centre and that this be funded from the approved Capital Plan allocation for 'Strategic Regeneration of Town Centres – Dewsbury.

164 Capital Investment for Fire Safety in Council Buildings

Cabinet received a report which sought approval of a £3m capital budget spread over financial years 2018/19 to 2020/21 for investment in fire safety measures across Kirklees buildings.

Cabinet - 22 January 2019

The new Policy set out how the Council would discharge its responsibilities in relation to fire safety across its portfolio of buildings.

RESOLVED - That Cabinet:-

1. Approved a capital allocation of £1m per annum - £3m in total - for fire safety improvement works in Council owned buildings as part of the Corporate Landlord Asset Investment baseline section of the Council's Capital Plan over financial years 2018/19 to 2020/21;
2. Noted the schemes undertaken to date and approved the proposed future projects as set out in Appendix A of the report; and
3. Approved the proposed delegated powers as outlined in section 2.9 of the report.

165

Land at Hart Street/Newsome Road Huddersfield

Cabinet received a report which sought approval to dispose of the Council's freehold reversion.

The report outlined that the Council had received a request to purchase the freehold reversion to an area of land in Newsome which was currently subject to a long leasehold interest. The current lessee had obtained outline planning permission for residential development on appeal in 2017 and had agreed to sell the leasehold interest to a developer. The developer had also requested to buy the Council's freehold to the land. Local Ward Members had been consulted and details of their objections to the disposal were included within the report.

Whilst Cabinet recognised local ward member objections, permission did exist for the site to bring much needed homes into Kirklees, as well as capital receipts into the Council.

RESOLVED - That Cabinet:-

1. Approved the disposal of the Council's freehold interest in the land at Hart Street and Newsome Road shown on the plan attached at Appendix 1 of the report;
2. Delegated authority to the Strategic Director, Economy and Infrastructure and Service Director, Legal Governance and Commissioning, to negotiate and agree terms for the disposal; and
3. Authorised the Service Director, Legal Governance and Commissioning to enter into and execute any agreements or instruments relating to the disposal of the land.

166

Additional Local Highways Maintenance Funding 2018/2019

Cabinet received a report which sought approval for an enhanced programme of highway maintenance on Local Community Roads.

Cabinet - 22 January 2019

The report outlined that the Chancellor had announced as part of the 2018 Budget an additional £420m capital funding in 2018/19 for Highway Authorities to tackle potholes, repair damaged roads and invest in keeping bridges open and safe. Kirklees' allocation was £2,711,000 and the proposal was to allocate this funding where condition surveys showed the greatest need ie Local Community Roads (the unclassified road network).

RESOLVED - That Cabinet:-

1. Noted the Council's grant allocation dated 13 November 2018 from the Department of Transport of £2,711,000 as a result of the Chancellor's 2018 Budget for local highways maintenance which would form part of the Council's Highways capital plan to be used before 31st March 2019;
2. Authorised the allocation of the grant funding in paragraph 6.1 of the report, where condition surveys showed the greatest need, namely, Local Community Roads (the unclassified road network); and
3. That the Strategic Director, Economy and Infrastructure, in consultation with the Portfolio Holder for Communities and Environment, be authorised to agree a programme of highway surfacing works to implement paragraph 6.2 of the report.

167 **Annual RIPA update**

Cabinet received a report on the use of the Regulation of Investigatory Powers Act 2000 by the Council since the last report on this and sought approval to an amendment to the RIPA policy. The report outlined that the Council was subject to the requirements of RIPA, which set out how and when a local authority could engage in covert surveillance.

It was noted that the RIPA had not been used in the last year and that steps had been taken to implement a RIPA training programme and raise awareness amongst operational officers.

Further to a question raised regarding the omission of fly tipping from the use of directed surveillance outlined in Appendix 6, the Cabinet Member, Corporate, advised that CCTV surveillance had been used to prosecute fly tippers and that he would clarify the position in relation to covert surveillance.

RESOLVED - Cabinet approved the adoption of the amended RIPA policy set out in Appendix 1 of the report in principle, but requested clarification as to the use of covert CCTV in relation to fly tipping.

168 **Dewsbury Townscape Heritage Initiative DTHI-014 – '9 Market Place' Grant Application**

Cabinet received a report which sought approval for a Dewsbury Townscape Heritage Initiative (THI) grant towards improving 9 Market Place, Dewsbury.

The report outlined that during the course of the THI programme, 9 Market Place, prominently located in Dewsbury town centre had become vacant, sold at auction,

suffered a first floor fire and had become increasingly dilapidated. It was highlighted at the outset of the programme as a reserve property and following progression of the neighbouring property of the Black Bull, the owners had now also expressed an interest in a grant.

RESOLVED - That Cabinet:-

1. Approved the award of a Townscape Heritage Initiative grant up to the maximum amount specified in Appendix 2 of the report;
2. Delegated authority to the Strategic Director, Economy and Infrastructure, in consultation with the Cabinet Portfolio Holder, to agree the amount of grant and authorise payment of the grant, subject to Heritage Lottery Fund approval, satisfactory completion of the due diligence process and all necessary supporting information being supplied and in accordance with the terms of the grant agreement; and
3. Delegated authority to the Service Director, Legal, Governance and Commissioning, to enter into and seal all grant agreements legal charges and ancillary documents relating to the grant.

169

Proposal to allocate funding from the Learning & Early Support Strategic Priorities Capital Plan for the provision of new pupil places in Huddersfield North

Cabinet received a report which sought approval to allocate capital funds to build a new 420 place primary school at Clare Hill, Edgerton, Huddersfield.

The report outlined that following the successful delivery of new build primary schools to provide additional school places to serve Huddersfield North West and South West, work was undertaken to develop a new build 420 place, 4-11 age Primary School, to be known as Brambles Primary Academy, on playing fields at Clare Hill, Edgerton to serve Huddersfield North.

The Cabinet Member, Learning and Aspiration, stated that the Council were committed to improving the quality of education in primary schools to give every child the best possible start and ensure that all children had access to high quality school places. The new school represented the final phase of a delivery plan that had created an additional 1,260 additional primary school places for Huddersfield.

The Cabinet thanked officers for their work in developing this site.

With regards to the use of capital funding for academies, it was noted that all new schools automatically became academies under current Government legislation.

RESOLVED - That Cabinet:-

1. Approved an overall capital allocation of £9.7m from the Council's Capital Plan for the project as defined in the report, to create a new 420 place primary school building and associated facilities at Clare Hill, Edgerton to serve Huddersfield North;

2. Approved the proposed mix of government grant, Section 106 monies and prudential borrowing as detailed in sections 2.20-2.23 and Appendix B of the report;
3. Noted the information contained in Appendix B of the report which detailed the name of the successful contractor and the agreed contract price, which has been determined through a competitive tender exercise in accordance with the Council's Financial and Contract Procedure Rules; and
4. Delegated authority to the Service Director, Legal, Governance and Commissioning, in consultation with the Service Director, Commercial, Regulatory and Operational Services, to finalise and enact all contractual agreements in relation to the building contract and the land purchase.

170 Kingsgate Phase 2 Request for Funding from the Property Investment Fund
Cabinet received a report which requested loan support from the Property Investment Fund towards the remodelling of the Kingsgate Centre.

The report outlined the importance of Kingsgate to the retail offer in Huddersfield, its strategic location in the town centre and the potential to create a retail and leisure hub. The proposal to remodel the centre to include a cinema and restaurant uses, would increase the time and money that people spent in the town centre and would help to stabilise the uncertain retail environment in which the Kingsgate centre was currently operating.

With regards to the potential impact of the new development on rest of the town, it was noted that this was currently being assessed as part of the forthcoming Masterplan. This would highlight how this scheme and a range of initiatives would fit together and provide a blueprint for the future of the town.

In response to a question raised, it was noted that there was approximately £7-8m remaining within the Property Investment Fund.

RESOLVED - That Cabinet

1. Agreed to a loan from the Property Investment Fund for the remodelling of the Kingsgate Centre in accordance with the details set out in the private appendix of the report;
2. That the Strategic Director, Economy and Infrastructure, in consultation with the Portfolio Holder for Corporate, having sought appropriate advice from the Service Director, Legal, Governance and Commissioning and the Service Director, Finance, be authorised to carry out appropriate due diligence on the proposal to offer a loan from the Property Investment Fund; and
3. That the Service Director, Legal, Governance and Commissioning, be authorised to enter into any documentation required to agree the Property Investment Fund loan and to protect the Council's position as lender.

171 Exclusion of the Public

To resolve that under Section 100(A)(4) of the Local Government Act 1972, the public be excluded from the meeting during consideration of the following items of business, on the grounds that they involve the likely disclosure of exempt information, as defined in Part 1 of Schedule 12A of the Act.

172 Dewsbury Townscape Heritage Initiative Grant Application DTHI-014 -9 Market Place

The information was considered prior to the determination of Agenda Item 14 (Minute number 168 refers).

173 Proposals to allocate funding from the Learning and Early Support Strategic Priorities section of the Capital Plan for the provision of new pupil places in Huddersfield North

The information was considered prior to the determination of Agenda Item 15 (Minute number 169 refers).

174 Kingsgate Phase 2 -Request for funding from the Property Investment Fund

The information was considered prior to the determination of Agenda Item 16 (Minute number 170 refers).

Contact Officer: Andrea Woodside

KIRKLEES COUNCIL

CABINET

Tuesday 29th January 2019

Present: Councillor Shabir Pandor (Chair)
Councillor David Sheard
Councillor Masood Ahmed
Councillor Viv Kendrick
Councillor Naheed Mather
Councillor Peter McBride
Councillor Cathy Scott

Apologies: Councillor Musarrat Khan
Councillor Graham Turner

175 Membership of the Committee

Apologies for absence were received on behalf of Councillors Khan and Turner.

176 Interests

Councillors Pandor and Scott declared an 'other' interest in Agenda Item 8 on the grounds that they have family members who are KNH tenants (Minute No. 182 refers).

177 Admission of the Public

It was noted that Agenda Item 12 would be considered in private session (Minute No. 186 refers).

178 Deputations/Petitions

Cabinet received a deputation and petition from Mr Akooji Badat with regards to a request for the implementation of a minimum wage for taxi drivers.

179 Public Question Time

No questions were asked.

180 Member Question Time

No questions were asked.

181 Council Annual Budget Report incorporating Capital, Treasury Management, General Fund, Revenue and Housing Revenue Account

(The report gave notice to Cabinet Members of the requirements of Section 106 of the Local Government Finance Act 1992 in relation to voting and participation in the meeting).

Cabinet gave consideration the Council Budget Report, prior to its submission to Council on 13 February 2019. The report (i) reviewed the general fund revenue budget strategies over the medium term financial plan and budget proposals to achieve a balanced general fund revenue budget in 2019-2020, and indicative revenue budget forecasts for the following two years (ii) incorporated the

Cabinet - 29 January 2019

Government's announcement on the Local Government Finance Settlement for 2019-2020, and considered the level of general fund revenue budget required for Treasury Management and central contingencies (iii) reviewed the current levels of general fund revenue reserves and balances and made recommendations on the level of reserves (iv) incorporated Housing Revenue Account proposals to achieve a balanced HRA in 2019-2020, and indicative revenue budget plan for the following two years, informed by the HRA 30 year business plan (v) reviewed the current levels of HRA reserves, and made recommendations on the level of reserves (vi) reviewed the multi-year plan for capital investment (vii) reviewed the 2019-2020 Treasury Management Strategy, Investment Strategy and Capital Strategy (viii) made recommendations on the Council tax requirement for 2019-2020 and (ix) incorporated a statement of assurance from the Council's statutory s151 officer in relation to the robustness of budget estimates and adequacy of General Fund and HRA reserves.

Having considered the content of the report and the accompanying appendices, it was agreed that the proposed budget be submitted to the meeting of Budget Council for determination.

RESOLVED - That the Motion be submitted to the Meeting of Council on 13 February 2019 with a recommendation that;

(i) General Fund Revenue

- the draft Revenue Budget 2019-2022 be approved, as attached at Appendix A
- the forecast levels of statutory and other Council reserves, as set out at Appendix Bii, be noted
- the strategy for the use of balances and reserves be approved (paragraph 2.15 refers)
- a further reassessment of reserves requirements be undertaken at year end and reported to Members as part of the 2018-2019 financial outturn and rollover report (paragraph 2.15.20 refers)
- the Council's continued participation in the North and West Yorkshire business rates pool for 2019-2020 be noted and that approval be given in principle to the new arrangements for the 2019-2020 pool, as set out at Appendix K, with authority being delegated to the Monitoring Officer, in conjunction with the Service Director (Finance), to finalise the new arrangements with the City Solicitor of Leeds City Council (paragraph 2.4.8 refers)
- the Flexible Capital Receipts Strategy for 2019-2020 be re-affirmed (Appendix I refers)
- the Council Tax requirement for 2019-2020 be approved (Appendix I refers)
- the Council's Statutory S151 Officer's positive assurance statement be noted (paragraphs 3.3.1 – 3.3.20 refer)
- the Council's Statutory S151 Officer be given delegated authority to amend how the finally approved precepts are recorded in the Council's revenue budget in line with the final notifications received following decisions by the Office of Police and Crime Commissioner, the Fire and Rescue Authority and Parish Councils, should these be received after 13 February 2019 (paragraph 3.1.3 refers)

Cabinet - 29 January 2019

(ii) Treasury Management

- the borrowing strategy be approved (paragraphs 2.15-2.21 refer)
- the investment strategy be approved (paragraphs 2.22-2.32 refer)
- the policy for provision of repayment of debt (minimum revenue provision/MPR) be approved (appendix C refers, reflecting the changes in policy outlined in paragraphs 2.33-2.37)
- the treasury management indicators be approved (Appendix D refers)
- the Investment Strategy (non-treasury investments) (Appendix E refers) be approved

(iii) Capital

- the updated Capital Plan 2018-2024 be approved (Appendix A)
- the Capital Strategy (including Prudential Indicators), as detailed at Appendix G, be approved

(iv) Housing Revenue Account

- the draft Housing Revenue Account Budget for 2019-2022 be approved (appendix A refers)
- the strategy for the use of the Housing Revenue Account reserves, as set out at paragraph 2.18.4, be approved

182 **Housing Revenue Account (HRA) Rent and Service Charge Setting and Key Housing Challenges**

Cabinet gave consideration to a report which provided the financial context and basis for the annual setting of rents and service charges within the Housing Revenue Account.

The report advised that the proposed average weekly dwelling rent for 2019 to 2020 would be £68.35, based upon a 53 week billing period and incorporating the compulsory 1% rent reduction. It was proposed that (i) the annual increases to average weekly garage rent and other service charges, as set out within the appendix to the considered report, would continue to be uplifted in line with the Retail Price Index figure, which for 2019/20 was 3.3% and (ii) the charges for Extra Care Services - Intensive Housing Management, would be uplifted by 6% and Extra Care Services – Night Care Service, by 20%.

The report also explained that properties let to new tenants, from 1 April 2019, would be charged at target rent. Cabinet noted that the target rent would generate approximately £8k of additional income during the first three years, based upon 5% stock re-let and an average increase of 52p per property, per annum, in the first year, and that this would generate additional income of £627k over the 30 year life of the HRA business plan.

It was noted that housing tenants would be notified of changes in the charges and be provided with advice on how to access information and support in relation to their housing costs.

RESOLVED -

- (1) That, in order to comply with the requirements of the Local Government and Housing Act 1989 to have a balanced Housing Revenue Account and the

Cabinet - 29 January 2019

Welfare Reform and Work Act 2016 to reduce rents payable for social housing by at least 1% from April 2016, approval be given to the proposed rent and service charge changes, as detailed within the considered report, from April 2019 for 2019/2020.

- (2) That approval be given to uplift charges (i) for Extra Care Services – Intensive Housing Management at 6% (between £1.29 and £3.29 per week) and (ii) Extra Care Services – Night Care Service by 20.5% (£2.94 a week), and the proposal to establish a 'discretionary hardship fund' be noted.
- (3) That approval be given to the charging of a target rent on all properties let to new tenants from 1 April 2019, and that it be noted that enhancements to the Council's lettable standard are to be made, with budget provisions having been considered at Agenda Item 7.
- (4) That it be noted that the approval of the above recommendations will ensure that a balanced Housing Revenue Account will be achieved, and that there is compliance with the requirements of the Local Government and Housing Act 1989.
- (5) That the national and local financial challenges as detailed within the report be noted.

183 **Report seeking approval for Kirklees' School Funding arrangements for financial year 2019-20**

Cabinet received a report which set out details of the arrangements which had been consulted upon for the funding of local schools and academies for the 2019-2020 funding year, and were asked to give consideration to (i) the specific funding factors to be used, and the relative weightings and values of the funding factors (ii) approvals given to exception applications submitted to the Education and Skills Funding Agency (ESFA) (iii) central budget provision within the Dedicated Schools Grant Schools Block of funding, the Central School Services Block and the Early Years Block and (iv) delegation arrangements for mainstream maintained schools.

The report advised that, based upon the ESFA funding timeline, it was expected that the Local Authority would inform maintained schools of their 2019-2020 budget allocations by 28 February 2019, and the ESFA would inform academies by 31 March 2019.

RESOLVED -

- (1) That the consultative process undertaken in collaboration with Head Teachers, via the Schools Forum, in order to determine the ongoing local approach to the distribution of DSG Schools Block funding for 2019-2020.
- (2) That the Exceptions Applications submitted to the Education and Skills Funding Agency, which were subsequently approved, be noted.
- (3) That approval be given to the submission of the schools funding formula for 2019-2020 (based upon a guaranteed funding rise of at least 1% per pupil in

Cabinet - 29 January 2019

comparison to each school's 2017-2018 per pupil baseline) to the Education and Skills Funding Agency.

184 Consolidation of Kirklees Council Delivered Early Support Services

Cabinet gave consideration to a report which provided an update on the end of current contract arrangements and implications for TUPE arrangements for existing staff in the consolidation of contracts to ensure that they were in line with the Early Support Model.

The report advised that the Early Support offer provided early interventions in order to support and build resilience amongst children and families, particularly those which may be considered vulnerable and Cabinet were asked to approve the proposal to consolidate services, thereby aligning the Early Support Strategy and providing consistency and value for money. Further details regarding the arrangement were set out within the exempt appendix to the report.

(Cabinet gave consideration to the exempt information at Agenda Item 12 (Minute No. 186 refers) prior to the determination of this item.)

RESOLVED - That the proposal to consolidate services and align the Early Support Strategy, in order to achieve consistency and value for money, be approved.

185 Exclusion of the Public

RESOLVED - That under Section 100(A)(4) of the Local Government Act 1972, the public be excluded from the meeting during consideration of the following item of business, on the grounds that they involve the likely disclosure of exempt information, as defined in Part 1 of Schedule 12A of the Act.

186 Consolidation of Kirklees Council Delivered Early Support Services

(Exempt information within Part 1 of Schedule 12A of the Local Government Act 1972, as amended by the Local Government (Access to Information) (Variation) Order 2006, namely that the report contains information relating to the financial or business affairs of any particular person (including the authority holding that information). It is considered that it would not be in the public interest to disclose the information contained within the report due to the need to maintain confidentiality regarding financial information relating to contracted authorities)

Cabinet gave consideration to the exempt information prior to the determination of Agenda Item 10 (Minute No. 184 refers).

This page is intentionally left blank

KIRKLEES COUNCIL			
COUNCIL/CABINET/COMMITTEE MEETINGS ETC			
DECLARATION OF INTERESTS			
Name of Councillor			
Item in which you have an interest	Type of interest (eg a disclosable pecuniary interest or an "Other Interest")	Does the nature of the interest require you to withdraw from the meeting while the item in which you have an interest is under consideration? [Y/N]	Brief description of your interest

Signed: Dated:

NOTES

Disclosable Pecuniary Interests

If you have any of the following pecuniary interests, they are your disclosable pecuniary interests under the new national rules. Any reference to spouse or civil partner includes any person with whom you are living as husband or wife, or as if they were your civil partner.

Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner, undertakes.

Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses.

Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority -

- under which goods or services are to be provided or works are to be executed; and
- which has not been fully discharged.

Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.

Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.

Any tenancy where (to your knowledge) - the landlord is your council or authority; and the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.

Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -

(a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and

(b) either -

the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or

if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.



Name of meeting: Cabinet

Date: 19 February 2019

Title of report: Determination of school admission arrangements for 2020/21

Purpose of report

Kirklees Council is the admission authority for Kirklees community and voluntary controlled schools and has a statutory responsibility to undertake an annual consultation about admissions arrangements. This report presents the results of this year's consultation and seeks to determine admission arrangements for all Kirklees community and voluntary controlled schools for 2020/21. Arrangements must be determined by 28 February 2019 to comply with the School Admissions Code.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	Yes – December 2018
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by Strategic Director & name	Mel Meggs 7 th February 2019
Is it also signed off by the Service Director for Finance	Eamonn Croston 7 th February 2019
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	Julie Muscroft (John Chapman) 11 th February 2019
Cabinet member portfolio	Cllr Viv Kendrick Cllr Masood G Ahmed

Electoral wards affected: All Wards

Ward councillors consulted: Yes (as part of the public consultation)

Public or private: Public

GDPR has been considered when preparing this report and there are no implications

1. Summary

- Kirklees Council is required by law to produce admission schemes to co-ordinate the admission of children to the first year of all schools in Kirklees.
- Kirklees LA, as the admissions authority, is responsible for determining the admission policy and admission numbers for the community and voluntary controlled schools it maintains.
- There are no major changes proposed to the schemes for 2020/21, however, Kirklees are proposing a change to the oversubscription criteria to include priority to children who were previously in state care outside of England and ceased to be as a result of being adopted, below those that are looked after/previously looked after children in England.

2. Information required to take a decision

2.1 The co-ordinated admission schemes

- Kirklees Council is required by law to produce admission schemes to co-ordinate the admission of children to the first year of all schools in Kirklees. The schemes cover the admission of rising 5 year olds, and admissions to the first year of junior, middle and secondary schools.
- The schemes cover the normal round of admissions to schools at the beginning of the 2020/21 school year in September 2020 and in-year admissions during the school year 2020/21.
- The schemes comply with the requirements of the School Admissions Code which came into force in December 2014.
- The schemes are attached to this report as:-
 - Appendix 2A: Kirklees co-ordinated schemes for normal year of entry admissions for rising 5 year olds, junior schools, middle schools and secondary schools.
 - Appendix 2B: Kirklees scheme for in-year admissions

2.2 Changes to the co-ordinated admission schemes in 2020/21

- There are no major changes to the schemes for 2020/21. They are very similar to those determined for use in 2019/20.
- As in 2019/20 the timetable for co-ordination for 2020/21 has been amended to take account of the increased number of own admission authority preferences that have to be processed before lists of pupils can be sent to own admission authority schools for ranking.
- Further clarity has been added to the explanation for how we will measure the home to school distance of schools based on more than one site. This can be found on page 10.
- The list of own admission authority schools has been updated to include the schools that have become own admission authorities due to conversion to academy status or a change of category to a trust or aided school and is correct as at 19 February 2019.

2.3 The admission arrangements for all Kirklees community and voluntary controlled schools for 2020/21.

Kirklees LA, as the admissions authority, is responsible for determining the admission policy and admission numbers for the community and voluntary controlled schools it maintains.

As the admissions authority, the LA has a statutory duty to consult with the governing bodies of those schools, the governing bodies of academy, aided, foundation and trust schools in Kirklees and neighbouring LAs on the admissions policy and proposed admission numbers for schools.

This report confirms the outcomes of this process which took place between 1 November and 12 December 2018.

- Appendix 1B to this report explains how the published admission numbers are derived.
- Appendix 1C gives the proposed arrangements for community and voluntary controlled schools for 2020/21.
- Appendix 1D lists the proposed published admission numbers for community and voluntary controlled schools for 2020/21. The admission numbers for own admissions authority schools; academies, aided, foundation and trust schools are included for information only and may be subject to change.

2.4 Changes to the admissions arrangements for community and voluntary controlled schools in 2020/21

Priority will now be given to children who were previously looked after (in state care) outside of England and ceased to be as a result of being adopted as the second highest priority, below children who are looked after or previously looked after in England. This is in response to a request made to all local authorities and admission authorities by the Minister of State for School Standards on 4 December 2017. The oversubscription criteria is listed on page 8 and 9.

2.5 School organisation proposals

For schools undergoing statutory processes, any impact for admissions purposes have been included as part of the process and will be determined should proposals be approved in the future.

2.6 Published Admission Numbers (PANs) for community and voluntary controlled schools in Kirklees

The table in Appendix 1D indicates the PAN for each year in a school. Where a change is made to the PAN for a particular year of entry (the relevant year), it applies to that cohort of pupils only, at admission and then will apply in successive years as the pupils progress through the school.

3. Implications for the Council

3.1 Early Intervention and Prevention (EIP)

Reviewing and then determining admission arrangements support the Pupil Admission Team to continue to work together with partners to ensure all children are offered a school place within a reasonable distance from their home. Continuing to develop our partnership and integrated working arrangements with schools, early years providers, neighbouring local authorities, Community Hubs and other departments including Special Educational Needs Disabilities Assessment and Commissioning Team, Education Safeguarding, Attendance & Pupil Support, Children Missing Education and Early Years to provide better targeted services to support early intervention.

An intelligence led approach will allow the LA to further explore opportunities to reduce unfilled places in a creative and innovative way. This will be integral to sufficiency planning and to taking a proactive approach in assessing need from the Local Plan.

3.2 Economic Resilience (ER)

We want Kirklees to be a place where local people have the chance to develop skills, and where communities have good employment opportunities and wages. In line with this, we are committed to making sure that there are enough high quality school places in the areas where communities and families need them and that we support children to secure a school place.

3.3 Improving Outcomes for Children

Our aim is that all children in Kirklees have equal access to, and equal opportunities in education, regardless of where they were born or their start in life. We are committed to improve the quality of education in our schools to give every child the best possible start. In line with this we are committed to ensuring there are enough high quality school and early learning places in the areas where communities and families need them and that we support children to secure a school place.

3.4 Reducing demand of services

Kirklees Council aims to secure sufficient high quality school places within a reasonable distance of the family home and supports parents/carers to make on time applications and communicates the importance of naming three preferences on their application, including their catchment school.

There are further opportunities to develop processes using 'Digital by Design' which builds upon the online application approach that was introduced three years ago. The quality of data now held is enabling parents/carers to help themselves and allow the Pupil Admission team to focus resources on those most in need of support and to help ensure that no children fall through the gap.

3.5 Other (eg Legal/Financial or Human Resources)

This is a statutory requirement for the council. There are no financial or Human Resources implications for the council.

4. Consultees and their opinions

Consultees and their opinions

The proposed arrangements and schemes were subject to the statutory 6 week consultation between 1 November and 12 December 2018.

As part of the consultation the proposals were communicated to the following parties:- Governing Bodies and Headteachers of all Kirklees schools including own admission authority schools, Roman Catholic and Church of England Aided schools and Trust schools, Academies and Free schools, the Diocese of Leeds and the Church of England Diocese of Leeds, councillors, independent appeal panel members, neighbouring Local Authorities, and comments were invited from parents and other interested parties via social media and the Kirklees website.

The proposed arrangements and schemes were discussed at the meeting of the Places, Access and Inclusion Committee on 15 October 2018.

Responses to consultation

The LA received one response to the consultation from an admissions appeal panel member;

I have read the School Admissions document and I think it is very thorough and informative. There are just a few minor points I will go over again but all in all I found it very helpful.

5. Next steps

To publish the approved arrangements on the Council's website, make copies available on request, to inform the public that the admission arrangements have been determined and inform all consultees of the decisions.

To prepare the composite Guide for Parents to support their applications for 2020/21.

6. Officer recommendations and reasons

Taking into account the consultation responses, officer commentary and to comply with statutory duties it is recommended that Members approve the;

- the Kirklees co-ordinated admission schemes for 2020/21, including in-year admissions, as set out in Appendix 2
- the admission arrangements for Kirklees community and voluntary controlled schools as detailed in Appendix 1, including
- the PANs for the schools set out in appendix 1D.

7. Cabinet portfolio holder's recommendations

As the Cabinet Members for Learning and Aspiration and Children's Services recommend that cabinet approve;

- the Kirklees co-ordinated admission schemes for 2020/21, including in-year admissions, as set out in Appendix 2
- the admission arrangements for Kirklees community and voluntary controlled schools as detailed in Appendix 1, including
- the PANs for community and voluntary controlled schools set out in appendix 1D.

In partnership with the Kirklees family of schools, we are committed to ensuring there are the right number of school places across Kirklees in order that our children and young people can succeed.

We would also like to take this opportunity to thank the individuals and organisations who have taken the time to engage in this important process.

8. Contact officers

Martin Wilby- Senior Strategic Manager – Education Places and Access
Tel: 01484 221000 martin.wilby@kirklees.gov.uk

Sharon Oldfield - Pupil Admissions Manager
Tel: 01484 225007 sharon.oldfield@kirklees.gov.uk

9. Background Papers and History of Decisions

There are no background papers

10. **Service Director responsible**

Jo-Anne Sanders

Service Director for Learning and Early Support

Directorate for Children and Families

Tel: 01484 221000

Email: jo-anne.sanders@kirklees.gov.uk

Appendix 1- Kirklees admission arrangements

- A. Introduction
- B. Published Admission Numbers (PANs) and Priority Admission Areas (PAAs)
- C. Proposed Admission arrangements for Kirklees community and voluntary controlled schools for 2020/21
- D. Published admission numbers for community and voluntary controlled schools

Appendix 2 Kirklees admission schemes

- A. Kirklees co-ordinated schemes for normal year of entry admissions for rising 5 year olds, junior schools, middle schools and secondary schools.
- B. Kirklees scheme for in-year admissions

Appendix 3 - Timetable for Kirklees coordinated normal round admissions

Appendix 4 - The meaning of words and expressions used in this scheme.

A. Introduction

- These schemes are intended to comply with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 and the School Admissions Code 2014. The School Admissions Code ('the Code') has been issued under Section 84 of the School Standards and Framework Act 1998 ('SSFA 1998'). The Code has been made following a consultation under Section 85(2) of the SSFA 1998.
- Some community or voluntary controlled schools in Kirklees may become an own admission authority by converting to academy status or changing category to trust or voluntary aided status during the life of these arrangements. Any school that becomes an own admission authority during the period of these schemes assumes the responsibilities of an admission authority from the date of change of status / category.
- Please consult the websites of Kirklees and other admission authorities to obtain the most up to date information.
- There are no planned changes to the Priority Admission Areas (PAA's) in Kirklees for 2020/21.
- Since the admission consultation Kirklees cabinet have agreed to explore making changes to the home to school transport arrangements for mainstream schools. This work is currently ongoing and is yet to be consulted on. Amendments will be made to the admissions "Guide for Parents" following any agreed changes to help parents take these arrangements into account when referencing a new school
- Choosing a school within walking distance of the family home has great health and wellbeing benefits for children and parents and would contribute to the reduction of polluting emissions, a key focus of the Kirklees Air Quality Strategy.

B. Published Admission Numbers (PANs) and Priority Admission Areas (PAAs)

Published Admission Numbers (PANs)

All schools have a Published Admission Number (PAN or admission number). This is the maximum number of places that the school can offer in each year group. This section explains how we have arrived at the proposed Published Admission Numbers based on the workplace range for each school.

In order to comply with the statutory timetable, the LA must consult the governing body of each community and voluntary controlled school about the PAN (and other admission arrangements) approximately 18 months before it comes into effect. PANs for September 2020 must have been consulted on for six weeks by 31 January 2019.

The table on pages 14 to 21 indicates the PAN for each year in a school.

Where a change is made to the PAN for a particular year of entry (the relevant year), it applies to that cohort of pupils only, at admission and in successive years as the pupils progress through the school.

In order to be consistent when proposing PANs for each community and voluntary controlled school the Kirklees LA considers the following:

- **The Net Capacity Calculation**

The internal measurement of a school produces a maximum number of workplaces and a minimum number which is normally 90% of the maximum. We call this 10% spread between the maximum and minimum workplaces the 'range'.

The net capacity of a school is subsequently determined as the agreed PAN multiplied by the number of age groups at the school provided that this figure falls within the 'range' of workplaces. If a PAN is chosen which (when multiplied by the number of year groups) does not fall within that range, the Net Capacity is set as the nearer of either the maximum or the minimum number of workplaces.

Nursery space is excluded from the net capacity measurement, therefore, this age group is also excluded from the calculation.

The net capacity calculation estimates the impact of a sixth form group on the entire school and provides a proportion of a year group. For example, an 11-18 secondary school with a sixth form may have 5.42 year groups (five statutory age groups plus 0.42 equivalent full-size age groups of sixth form students).

- **Flexibility in setting PANs**

The range of workplaces calculated for each school allows Kirklees some discretion in setting the PAN to take account of a school's particular circumstances and governors' views. The Authority's expectation is that, in most cases, PANs will be set within the range with appropriate and realistic regard to the likely demand for places.

- **PANs outside the range**

Kirklees may set a PAN above the range for the following reasons:

- to accommodate all in-area children who apply on time for the first year in school
- where it has been agreed that the school should expand
- where the school accepts that they can accommodate children above the range without the need for extra accommodation.

Priority Admission Areas (PAAs)

In Kirklees each community and voluntary controlled school has an area identified as its Priority Admission Area (other LAs refer to catchment areas). A small number of schools share priority areas; these are known as shared priority areas. Full details of priority areas are available on the Kirklees Council website.

C Proposed admission arrangements for Kirklees community and voluntary controlled schools for 2020/21
--

Admission Criteria

If there are fewer applicants than there are places available, everyone who applies will be offered a place. When there are more applicants than there are places available there has to be a way of deciding which children are offered places. This is done by having admission criteria, also known as oversubscription criteria, which are considered in order. The proposed Kirklees admission criteria for community and voluntary controlled schools are:

1. children in public care (looked after children) or a child who was previously looked after in England;
2. children who were previously in state care outside of England and ceased to be as a result of being adopted;
3. children who live in the school's Priority Admission Area (PAA) who have a brother or sister attending from the same address at the date of admission (the sibling rule);

4. children who live in the school's PAA;
5. children who live outside the school's PAA who have a brother or sister attending from the same address at the date of admission (the sibling rule);
6. children who live outside the school's PAA.

Community and voluntary controlled schools will admit a child with Special Educational Needs where the school is named on the Education Health and Care Plan.

Linked infant and junior schools

There are several combinations of infant and junior schools in Kirklees. These are shown in the list below. The majority of children transfer from the infant school to the linked junior school. It is proposed to strengthen the admissions criteria for linked infant and junior schools to increase the continuity for children to a level comparable to that in an all-through primary school

- Berry Brow I & N School and Newsome Junior School
- Birkby I & N School and Birkby Junior School
- Diamond Wood Community Academy and Ravensthorpe CE (VC) Junior School
- Earlsheaton Infant School and Bywell CE (VC) Junior School
- Kirkroyds Infant School and Wooldale Junior School
- Lindley Church of England Infant School and Lindley Junior School¹
- Manorfield I & N School and Staincliffe CE (VC) Junior School
- Netherton I & N School and South Crosland CE (VA) Junior School
- Pentland I & N School and Headfield CE (VC) Junior School
- Purlwell I & N School and Hyrstmount Junior School
- Rawthorpe St James CE(VC) I & N School and Rawthorpe Junior School
- Reinwood I & N School and Reinwood Community Junior School
- Savile Town CE (VC) I & N School and Headfield CE (VC) Junior School
- Shaw Cross I & N School and Bywell CE (VC) Junior School
- St John's CE (C) Infant School and Westmoor Primary School
- Thornhill Lees CE (VC) I & N School and Headfield CE (VC) Junior School

Admission criteria for linked infant and junior schools.

If there are fewer applicants than there are places available, everyone who applies will be offered a place. When there are more applicants than there are places available there has to be a way of deciding which children are offered places. This is done by having admission criteria, also known as oversubscription criteria, which are considered in order. The proposed Kirklees admission criteria for linked infant and junior, community and voluntary controlled schools are:

1. children in public care (looked after children) or a child who was previously looked after in England;
2. children who were previously in state care outside of England and ceased to be as a result of being adopted;
3. children who live in the school's Priority Admission Area (PAA) who have a brother or sister attending either school from the same address at the date of admission (the sibling rule);
4. children who attend a listed infant school (with priority for the linked junior school)
5. children who live in the school's PAA;
6. children who live outside the school's PAA who have a brother or sister attending either school from the same address at the date of admission (the sibling rule);
7. children who live outside the school's PAA.

¹ Please see admission policies on the websites for both schools

Community and voluntary controlled schools will admit a child with Special Educational Needs where the school is named on the Education Health and Care Plan.

Notes

- The definition of a 'looked after child' in England is a person under the age of 18 who is provided with accommodation by a local authority, acting in its social services capacity, for a continuous period of more than 24 hours, by agreement with the parents or in accordance with section 22 of the Childrens Act 1989. Previously Looked After refers to those children who immediately after being looked after became subject to an adoption order, (under section 46 of the Adoption and Children Act 2002), residence order (under Section 8 of the Children Act 1989), or specialist guardianship order (under Section 14A of the Children Act 1989). Children looked after under an agreed series of short term placements (respite care) are excluded
- Children in priority 1 above may be admitted above the PAN.
- A child is regarded as having been in public care in a place outside of England (priority 2) if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. Evidence must be provided by parents of the child's adoption from public care outside England.
- If we cannot agree to requests for admission in priorities 2 to 5 above without exceeding the PAN, we will give priority up to the PAN to children living nearest the school.
- Distance is measured in a straight line from a child's home address to the school. Measurements are calculated using six-figure National Grid Co-ordinates from the National Land and Property Gazetteer. This grid reference relates to a point that falls within the permanent building structure corresponding to the address. The boundary of the building structure for the address is from Ordnance Survey's MasterMap. For smaller, residential properties the grid reference marks a point near the centre of the building. For larger properties like schools with, for example, multiple buildings and large grounds, the grid reference relates to a point inside the main addressable building structure. The distance calculated is accurate to within 1 metre.
- For all-through schools located on two different sites, Kirklees LA proposes that the distance to each site will be measured in a straight line from the applicant's home address and the shortest distance will be used for admission purposes for applications for all year groups. The year group the application is for and where that year group is taught is not part of the consideration, as this is an operational decision down to Headteacher / Governing Body discretion and could change outside of this consultation.
- 'Live' means the child's permanent home at the date when applications close or, if a significant house move is involved, the latest reasonable date before the final allocation of places (see page 11).
- Where a child's parents live at different addresses and the child spends time at each address we will consider the following when deciding on the address that will be used for admissions purposes:
 - the amount of time spent at each address
 - which parent has parental responsibility for the child
 - who receives child benefit for the child
 - where the child is registered for medical and dental care
 - any residency or custody orders made by the courts.

We will ask for documentary evidence to support information given about the above points.

- For children transferring from first or middle schools, we will give preference in priorities 2-5 above (up to the PAN) to children attending a first or middle school in the middle or secondary school PAA.

- A PAA means a geographical area determined by Kirklees in consultation with the governing body of the school. It is called this because children living there normally have priority for admission over children who live elsewhere. It is also referred to as the catchment area.
- Children with Education Health and Care Plans are admitted to mainstream schools, special units and special schools separately from the general admission policies, but we do ask families to complete the online application if they would like to name a mainstream school as one of their preferences.
- **It is important to note that attending a school nursery or pre-school setting on a school site does not give any priority for a place in that primary/infant school and there is no automatic transfer.**

Application Procedures

Transfer to secondary school

- Kirklees residents will apply for a secondary school place by using the online Parent Portal on the Kirklees website. The application period will run from the week beginning **1 September 2019. The closing date for applications will be 31 October 2019.**

Transfer to junior or middle school

- Kirklees residents will apply for a junior or middle school place by using the online Parent Portal on the Kirklees website. The application period will run from the week beginning **1 September 2019. The closing date for applications will be 15 January 2020.**

Admission to full-time school for rising five year old children

- Kirklees residents will apply for admission to full-time school (rising five year old children) by using the online Parent Portal on the Kirklees website. The application period will run from the week beginning **1 September 2019. The closing date for applications will be 15 January 2020.**

Late applications

- Applications received after the appropriate closing date will be regarded as late unless, in Kirklees' judgment, there are significant and exceptional reasons for the lateness. Proof of special circumstances will be required.
- Late applications are not considered until all on-time applicants have been allocated places.
- Forms submitted after the closing date due to a significant house move will be regarded as on-time provided that documentary evidence to confirm the move is provided by the following deadlines in time for the allocation process.
- For year 7 and year 9 applications - It is expected the allocation process will take place on 16 January 2020. The latest reasonable date for evidence of a significant house move will therefore be 2 January 2020.
- For Reception, year 3 and year 6 - It is expected that the allocation process will take place on 17 March 2020. The latest reasonable date for evidence of a significant house move will therefore be 14 February 2020

Waiting lists

- A child's name will automatically be placed on the waiting list for any Kirklees community or voluntary controlled school where they have been refused a place in the school's normal year of entry, eg, Year 7 at secondary school.
- The waiting lists will be held in admission criteria order and will close on the last school day in December.

- For in-year admissions, the waiting list will be held for the remainder of the term for which they have applied for a place.

In-year admissions

- Kirklees residents who wish to apply for a place in the first year at a school after the first school day in September 2020, or to any other age group at any time, will apply on the In-year Common Application Form (ICAF).

Twins / multiple births

- A twin or sibling from a multiple birth can be admitted as an excepted pupil into an infant class, where admission of more than one of the siblings would exceed the infant class size limit of 30 pupils, such cases would be examined on an individual basis.

Flats

- In the event of two or more children living equidistant from the school, eg, blocks of flats, the place will be decided by drawing lots, the first name drawn out of the bag will be offered the place.

Rising five year old children

- Full time places will be available from the September following a child's fourth birthday.
- Parents may defer their child's entry until later in the school year and the allocated place will be held for the child. Parents may not defer entry beyond the beginning of the term in which the child reaches their fifth birthday, nor beyond the school year for which the original application was accepted.
- Parents can request that their child takes up the place part-time until the child reaches compulsory school age.

Children of Service Personnel

- Kirklees Council is signed up to the armed forces Community Covenant, which is a pledge made by the government to ensure that the armed forces and their families are not disadvantaged as a result of their service. As part of the co-ordinated process applications from armed forces families are reviewed on an individual basis to ensure they are not disadvantaged, and, Kirklees LA may ask schools to consider admission over PAN if this is felt to be necessary. If an alternative school place cannot be secured by normal processes, the application may be considered under Fair Access Protocol.
- Children of service personnel and crown servants returning from overseas to live within Kirklees, will be allocated a school place in advance of their arrival. The application must be accompanied by an official letter declaring the relocation date and postal address. The allocation will be based upon the anticipated postal address.

Summer born children (children born between 1 April and 31 August)

- The majority of parents apply and take up a reception place in the school year in which their child will reach the age of five (rising fives). All children are entitled to a full time place in the September following their fourth birthday. However, the legal starting age for full time education is the start of the term following the child's fifth birthday and parents may request that their child's entry is deferred until later in the same school year or until the term in which the child reaches compulsory school age.
- Kirklees Council receives a small number of enquiries from parents (whose children are 'summer born') to defer their entry to school until the September following their fifth birthday.
- In many of these cases where a request is made for a deferred entry of a 'summer born' child, a place would be offered in Year 1 as this enables the child to remain within their chronological age group, however, non-statutory Department for Education (DfE) Guidance states;

- **School admission authorities are required to provide for the admission of all children in the September following their fourth birthday, but flexibilities exist for children whose parents do not feel they are ready to begin school at this point.
- **School admission authorities are responsible for making the decision on which year group a child should be admitted to, but are required to make a decision based on the circumstances of the case.
- There is no statutory barrier to children being admitted outside their normal year group.
- All requests for such transfers will be explored with the parent/carer on an individual basis.
'Advice on the Admission of Summer Born Children' (DfE, July 2013)

** Kirklees Council is the admission authority for community and voluntary controlled schools. The governing body is the admission authority for foundation and voluntary aided schools and the academy trust is the admission authority for academies and free schools.

Admission of children outside chronological year group

- It is the general view of Kirklees Council that all children and young people will complete their primary and secondary education in school year groups according to their chronological age. It is also the general view of the Local Authority that moving pupils into older or younger year groups is usually not in their best educational, social or emotional interests. This includes either early or late admission to primary school or early or late transfer to secondary school.
- The National Curriculum sets out a clear, full and statutory entitlement to learning for all pupils. In addition, schools in Kirklees deliver an offer which supports access to high quality differentiated education. This should ensure that a pupil's curricular needs are met without either early or delayed transfer to the next phase of schooling being necessary other than in exceptional circumstances.
- There is no statutory barrier to children being educated out of their chronological year group however, there is no duty either for an admission authority to agree such a request and a parent/carer cannot insist their child is educated out of their normal year group. The admission authority for the school ultimately has responsibility for making the decision. All requests for such transfers will be explored with the parent/carer on an individual basis.

D Proposed published admission numbers (PAN's) 2020/21

SECONDARY PROVISION

Secondary School	Category	PUBLISHED ADMISSION NUMBER 2019-2020	PROPOSED ADMISSION NUMBER 2020-2021	Consultation response	Notes	Year 8 (19/20)	Year 9 (18/19)	Year 10 (17/18)	Year 11 (16/17)
All Saints Catholic College	VA	180	180		Own AA school.	180	180	180	180
Almondbury Community School – KS3/4 Centre	Community	120	120			120	120	120	120
Batley Girls High School – Visual Arts College	Academy	211	211		Information only. Own AA school. *Have admitted over-PAN	211	211	211	211
Batley Grammar School	Free School (Academy)	130	130		Own AA school. *Have admitted over-PAN	130	130	112 *(160)	84 *(141)
BBG Academy	Academy	200	200		Information only. Own AA school. *Have admitted over PAN	200	200	150 *(200)	150 (180)*
Castle Hall Academy	Academy	180	180		Information only. Own AA school.	180	180	174	174
Colne Valley High School	Academy	287	287		Information only. Own AA school.	287	287	287	287
Heckmondwike Grammar School	Academy	180	210		Proposed increase from 180 to 210 places in 2020/21 *Admission over PAN for 17/18	180	180	180 *(210)	180
Holmfirth High School	Community	264	264			264	264	264	264
Honley High School	Trust (expected to convert to an Academy)	255	255		Own AA school.	255	255	255	255
King James's School	Academy	186	186		Information only. Own AA school.	186	180	180	180
Kirklees Creative & Media Studio School (part of Netherhall Learning Campus)	Community	60	60					60	60
Manor Croft Academy	Academy	180	180		Information only. Own AA school.	180	180	180	180
Moor End Academy	Academy	200	200		Information only. Own AA school.	200	200	200	200
Netherhall Learning Campus - High School	Community	131	131			131	131	131	131

Secondary School	Category	PUBLISHED ADMISSION NUMBER 2019-2020	PROPOSED ADMISSION NUMBER 2020-2021	Consultation response	Notes	Year 8 (19/20)	Year 9 (18/19)	Year 10 (17/18)	Year 11 (16/17)
Newsome High School	Community	183	183			183	183	183	183
North Huddersfield Trust School	Trust	180	180		Information only. Own AA school.	180	180	180	180
Royds Hall High School	Academy	172	172		Information only. Own AA school.	172	172	172	172
Salendine Nook High School Academy	Academy	275	275		Own AA school. Proposed increased in PAN	275	275	267 (*275)	267
Shelley College	Academy	360	360		Information only. Own AA school.			360	360
Spenn Valley High School	Trust	190	190		Information only. Own AA school.	190	190	180 *(190)	180
St John Fisher Catholic High School	Academy	198	198		Information only. Own AA school.	198	198	198	198
Thornhill Community Academy	Academy	180	180		Information only. Own AA school.	180	180	180	208
The Mirfield Free Grammar and Sixth Form	Academy	221	221		Information only. Own AA school.	221	221	221	221
Upper Batley High School	Academy	178	178		Information only. Own AA school.	178	178	178	178
Westborough High School	Trust	180	180		Information only. Own AA school.	180	180	180	180
Whitcliffe Mount School	VC	250	250			250	250	250	250
Middle School	Category	PUBLISHED ADMISSION NUMBER 2019/2020	PROPOSED ADMISSION NUMBER 2020/2021	Consultation response	Notes	Year 7 (19/20)	Year 8 (18/19)		
Kirkburton Middle School	Academy	167	167		Information only. Own AA school.	167	167		
Scissett Middle School	Academy	195	195		Information only. Own AA school.	195	195		

2020/21 PAN CONSULTATION – PRIMARY PROVISION

Primary School	Category	PUBLISHED ADMISSION NUMBER 2019-2020	PROPOSED ADMISSION NUMBER 2020-2021	Consultation response	Notes	Year 1 (19/20)	Year 2 (18/19)	Year 3 (17/18)	Year 4 (16/17)	Year 5 (15/16)	Year 6 (14/15)
All Hallows CE (VA) Primary School	VA	30	30		Information only. Own AA school.	30	30	30	30	30	50
Almondbury Community School – KS1/EY Centre	Community	60	60			60	60				
Almondbury Community School – KS2 Centre	Community	110	110						110	110	110
Ashbrow School	Community	60	60			60	60	60	60	60	60
Batley Grammar School	Free School (Academy)	26	27		Own AA school.	26	26	26	26	26	24
Batley Parish CE (VA) J I & N School	VA	30	30		Information only. Own AA school.	30	30	30	30	30	30
Battysford CE (VC) Primary School	VC	KS1 60 KS2 62	KS1 60 KS2 62			60	60	62	62	62	62
Beaumont Primary Academy	Academy	90	90		Information only. Own AA school.	90	90	90	90		
Berry Brow I & N School	Community	60	60			60	60				
Birdsedge First School	Academy	15	15			15	15	15	15	15	
Birkby I & N School	Community	150	150			150	150				
Birkby Junior School	Community	120	120						120	120 *(150)	120 *(150)
Birkenshaw CE (VC) Primary School	VC	60	60			60	60	60	60	60	60
Birstall Primary Academy	Academy	30	30			30	30	30	30	30	30
Boothroyd Primary Academy	Academy	90	90			90	90	90	90	90	90
Brambles Primary Academy	Academy	60	60			60	60				
Brockholes CE (VC) J & I School	VC	30	30			30	30	30	30	30	30
Bywell CE (VC) Junior School	VC	97	97						97	97	97
Carlinghow Princess Royal JI&N School	Community	50	50			50	50	50	50	50	50
Carlton J & I School	Community	KS1 30 KS2 33	KS1 30 KS2 33			30	30	33	33	33	33
Christ Church CE Academy	Academy	30	30		Information only. Own AA school.	30	30	30	30	30	30
Clough Head J & I School	Community	12	12			12	12	12	12	12	12
Cowlersley Primary School	Academy	50	50			50	50	50	50	50	50
Crossley Fields J & I School	Community	89	89			89	89	89	89	89	89
Crow Lane J I & N School	Foundation	30	30			30	30	30	30	30	30
Crowlees CE (VC) J & I School	VC	60	60			60	60	60	60	60	60

Primary School	Category	PUBLISHED ADMISSION NUMBER 2019-2020	PROPOSED ADMISSION NUMBER 2020-2021	Consultation response	Notes	Year 1 (19/20)	Year 2 (18/19)	Year 3 (17/18)	Year 4 (16/17)	Year 5 (15/16)	Year 6 (14/15)
Cumberworth CE (VA) First School	VA	20	20		Information only. Own AA school.	20	20	20	20	20	
Dalton School (J I & N) School	Community	70	70			70	70	70	70	70	70
Denby CE (VA) First School	VA	10	10		Information only. Own AA school. *Have admitted over-PAN	10	10	10	10	10 *(15)	
Denby Dale F & N School	Community	KS1 30 KS2 33	KS1 30 KS2 33			30	30	33	33	33	
Diamond Wood Community Academy	Academy	120	120		Information only. Own AA school	120	120				
Earlsheaton Infant School	Community	40	40			40	40				
East Bierley CE(VC) Primary School	VC	30	30			30	30	30	30	30	30
Eastborough J I & N School	Community	30	30			30	30	30	30	30	30
Emley First School	Community	25	25			25	25	25	25	25	
Farnley Tyas CE (VC) First School	VC	10	10			10	10	10	10	8	
Field Lane J I & N School	Academy	30	30			30	30	30	30	30	30
Fieldhead Primary Academy	Academy	30	30		Information only. Own AA school.	30	30	30	30	30	30
Fixby J & I School	Community	45	45			45	45	45	45	45	45
Flockton CE (VC) First School	VC	15	15			15	15	15	15	15	
Golcar J I & N School	Trust	60	60		Information only. Own AA school. *school admitted over-PAN to 90 places	60	60	60	60	60	60 *(90)
Gomersal Primary School	Community	60	60			60	60	60	60	60	60
Gomersal St Mary's CE (VC) Primary School	VC	30	30			30	30	30	30	30	30
Grange Moor Primary School	Community	15	15			15	15	15	15	15	15
Hade Edge J & I School	Community	12	12			12	12	12	12	12	12
Hanging Heaton CE (VC) J & I School	VC	20	20			20	20	20	20	20	20
Hartshead J & I School	Community	12	12			12	12	12	12	12	12
Headfield CE (VC) Junior School	VC	150	150						150	150	150
Headlands CE (VC) J I & N School	VC	60	60			60	60	60	60	60	60
Healey J I & N School	Academy	55	55			55	55	55	55	55	55
Heaton Avenue Primary	Academy	60	60		Information only. Own AA school	60	60	60	60 *(75)	60 *(75)	40 *(75)
Heckmondwike Primary School	Trust	60	60		Information only. Own AA school.	60	60	60	60	60	60

Primary School	Category	PUBLISHED ADMISSION NUMBER 2019-2020	PROPOSED ADMISSION NUMBER 2020-2021	Consultation response	Notes	Year 1 (19/20)	Year 2 (18/19)	Year 3 (17/18)	Year 4 (16/17)	Year 5 (15/16)	Year 6 (14/15)
Helme Church of England Academy	Academy	20	20		Information only. Own AA school.	20	20	20	20	20	20
Hepworth J & I School	Community	16	16			16	16	16	16	16	16
High Bank J I & N School	Community	20	20			20	20	20	20	20	20
Highburton CE (VC) First School	VC	30	30			30	30	30	30	30	
Hightown J I & N School	Community	30	30			30	30	30	30	30	30
Hillside Primary School	Community	45	45			45	45	45	45	45	45
Hinchliffe Mill J & I School	Community	16	16			16	16	16	16	16	16
Holme J & I School	Community	6	6			6	5	5	5	5	5
Holmfirth J I & N School	Community	KS1 30 KS2 34	KS1 30 KS2 34			30	30	34	34	34	34
Holy Spirit Catholic Primary School	VA	30	30		Information only. Own AA school.	30	30	30	30	30	30
Honley CE (VC) J I & N School	VC	66	66			66	66	68	68	68	68
Hopton Primary School	Community	45	45			45	45	45	45	45	45
Howard Park Community School	Community	30	30			30	30	30	30	30	30
Hyrstmount Junior School	Community	90	90						90	90	90
Kaye's F & N School	Community	KS1 30 KS2 32	KS1 30 KS2 32			30	30	32	32	32	32
Kirkburton CE (VA) First School	VA	24	24		Information only. Own AA school.	24	24	24	24	24	
Kirkheaton Primary School	Community	60	60			60	60	60	60	60	60
Kirkroyds Infant School	Community	60	60			60	60				
Lepton CE (VC) J I & N School	VC	KS1 30 KS2 33	KS1 30 KS2 33			30	30	33	33	33	33
Lindley Church of England Infant School	Academy	120	120		Information only. Own AA school.	120	120				
Lindley Junior School	Academy	120	120		Information only. Own AA school.				120	120 *(124)	120 *(124)
Linthwaite Ardron CE (VA) J & I School	VA	30	30		Information only. Own AA school.	30	30	30	30	30	30
Linthwaite Clough J I & E Y School	Community	45	45			45	45	45	45	45	45
Littleton J I & N School	Trust	25	25		Information only. Own AA school.	25	25	25	25	25	25
Lowerhouses CE(VC) J I & E Y School	VC	29	29			29	29	29	29	29	29
Lydgate J & I School	Community	45	45			45	45	45	45	45	45
Manorfield I & N School	Community	90	90			90	90				
Marsden I & N School	Community	60	60			60	60				
Marsden Junior School	Academy	60	60		Information only. Own AA school				60	60	60
Meitham CE (VC) Primary School	VC	60	60			60	60	60	60	60	60

Primary School	Category	PUBLISHED ADMISSION NUMBER 2019-2020	PROPOSED ADMISSION NUMBER 2020-2021	Consultation response	Notes	Year 1 (19/20)	Year 2 (18/19)	Year 3 (17/18)	Year 4 (16/17)	Year 5 (15/16)	Year 6 (14/15)
Meltham Moor Primary School	Community (expected to convert to an Academy)	30	30			30	30	30	30	30	30
Mill Lane J I & E Y School	Community	25	25			25	25	25	25	25	25
Millbridge J I & N School	Academy	47	47		Information only. Own AA school. *admitted over PAN	47	47	47	47	47	47
Moldgreen Community Primary School	Community	50	50			50	50	50	50	50	50
Moorlands Primary School	Community	90	90			90	90	90	90	90	90
Mount Pleasant Primary School	Community	90	90			90	90	90	90	90	90
Netherhall Learning Campus - Rawthorpe Junior School	Community	90	90						90	90	90
Netherhall Learning Campus - Rawthorpe St James CE (VC) I&N School	VC	90	90			90	90				
Netherthong Primary School	Community	KS1 30 KS2 32	KS1 30 KS2 32			30	30	32	32	32	32
Netherton I & N School	Community (expected to convert to an Academy)	60	60			60	60				
Newsome Junior School	Community	60	60						60	60	60
Nields J I & N School	Community	30	30			30	30	30	30	30	30
Norristhorpe J & I School	Community	60	60			60	60	60	60	60	60
Oak CE (VC) Primary School	VC	120	120			120	120	120	120	140	150
Old Bank J I & N School	Community	25	25			25	25	25	25	25	25
Orchard Primary Academy School	Academy	52	52		Information only. Own AA school	52	52	52	52	52	52
Our Lady Of Lourdes Catholic Primary School	VA	30	30		Information only. Own AA school.	30	30	30	30	30	30
Overthorpe C of E Academy	Academy	42	42		Information only. Own AA school.	42	42	42	42	42	42
Paddock J I & N School	Foundation	50	50			50	50	50	50	50	50
Park Road J I & N School	Community	30	30			30	30	30	30	30	30
Pentland I & N School	Community	49	49			49	49				
Purlwell I & N School	Community	90	90			90	90				
Ravensthorpe CE(VC) Junior School	VC	108	108						108	108	108
Reinwood Community Junior School	Community	90	90		School to admit over PAN for Bulge class from I & N School				90	120	90 *(120)

Primary School	Category	PUBLISHED ADMISSION NUMBER 2019-2020	PROPOSED ADMISSION NUMBER 2020-2021	Consultation response	Notes	Year 1 (19/20)	Year 2 (18/19)	Year 3 (17/18)	Year 4 (16/17)	Year 5 (15/16)	Year 6 (14/15)
Reinwood I & N School	Community	90	90			90	90				
Roberttown CE (VC) J & I School	VC	34	34			34	34	34	34	34	34
Rowley Lane J I & N School	Community	KS1 60 KS2 66	KS1 60 KS2 66			60	60	66	66	66	66
Royds Hall Community School – Beech Avenue Campus primary provision	Academy	30	30		Information only. Own AA school	30	30	30	30	30	30
Royds Hall Community School – Luck Lane Campus primary provision	Academy	60	60		Information only. Own AA school	60	60	60	60	30 *(60)	30
Savile Town CE (C) I & N School	VC	60	60			60	60				
Scapegoat Hill J & I School	Community	12	12			12	12	12	12	12	12
Scholes J & I School	Community	KS1 30 KS2 33	KS1 30 KS2 33			30	30	33	33	33	33
Scholes Village Primary School	Community	30	30			30	30	30	30	30	30
Scissett CE Academy	Academy	30	30		Information only. Own AA school.	30	30	32	32	32	
Shaw Cross I & N School	Community	60	60			60	60				
Shelley First School	Academy	34	34			34	34	34	34	34	
Shepley First School	Community	30	30			30	30	30	30	30	
Skelmanthorpe Academy	Academy	30	30		Information only. Own AA school.	30	30	30	30	30	
Slaithwaite CE (VC) J & I School	VC	23	23			23	23	23	23	23	23
South Crosland CE (VA) Junior School	VA	60	60		Information only. Own AA school.				60	60	60
Spring Grove J I & N School	Community	30	30			30	30	30	30	30	30
St Aidan's CE Academy	Academy	30	30		Information only. Own AA school.	30	30	30	30	30	
St John's CE (VA) J & I School	VA	30	30		Information only. Own AA school.	30	30	30	30	30	30
St John's CE (VC) Infant School	VC	60	60			60	60				
St Joseph's Catholic Primary School (Dewsbury)	VA	KS1 30 KS2 32	KS1 30 KS2 32		Information only. Own AA school.	30	30	32	32	32	32
St Joseph's Catholic Primary School (Huddersfield)	VA	45	45		Information only. Own AA school.	45	45	50	50	50	50
St Mary's Catholic Primary School	VA	45	45		Information only. Own AA school.	45	45	45	45	45	45
St Patrick's Catholic Primary School (Batley)	VA	35	35		Information only. Own AA school.	35	35	35	35	35	35
St Patrick's Catholic Primary School (Huddersfield)	VA	60	60		Information only. Own AA school.	60	60	60	60	60	60

Primary School	Category	PUBLISHED ADMISSION NUMBER 2019-2020	PROPOSED ADMISSION NUMBER 2020-2021	Consultation response	Notes	Year 1 (19/20)	Year 2 (18/19)	Year 3 (17/18)	Year 4 (16/17)	Year 5 (15/16)	Year 6 (14/15)
St Paulinus Catholic Primary School	VA	60	60		Information only. Own AA school.	60	60	60	60	60	60
St Peter's CE (A) J I & N School	VA	30	30		Information only. Own AA school.	30	30	30	30	30	30
St Thomas CE(VC) Primary School	VC	60	60			60	60	60	60	60	60
Staincliffe CE (VC) Junior School	VC	90	90						90	90	90
The John Curwen Co-operative Primary Academy	Academy	60	60		Information only. Own AA school. *school admitted over-PAN to 60 places	60	60	60	60	60	60
Thornhill J & I School	Academy	60	60			60	60	60	60	60	60
Thornhill Lees CE(VC) I & N School	VC	90	90			90	90				
Thurstonland Endowed (VC) First School	VC	12	12			12	12	12	12	12	
Upperthong J & I School	Community	KS1 30 KS2 32	KS1 30 KS2 32			30	30	32	32	32	32
Warwick Road J I & N School	Community	48	48			48	48	48	45	45	45
Wellhouse J & I School	Community	12	12			12	12	12	12	12	12
Westmoor Primary School	Community	KS1 45 KS2 90	KS1 45 KS2 90			45	45	90	90	90	90
Whitechapel Church of England Primary School	VC	60	60			60	60	60	60	60	60
Wilberlee J & I School	Community	12	12			12	12	12	11	11	11
Windmill CE (VC) Primary school	VC	60	60			60	60	60	60	60	60
Wooldale Junior School	Community	60	60						60	60	60

Appendix 2

Proposed Kirklees schemes for school admissions 2020/21

1. Introduction and purpose

- These schemes are intended to comply with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 and the School Admissions Code 2014.
- Kirklees LA will co-ordinate normal round admission arrangements with all of the admission authorities responsible for school admissions within Kirklees and with other neighbouring local authorities.
- Some community or voluntary controlled schools in Kirklees may become an own admission authority by converting to academy status or changing category to trust or voluntary aided status during the life of these arrangements. Any school that becomes an own admission authority during the period of these schemes assumes the responsibilities of an admission authority from the date of change of status / category.
- Please consult the websites of Kirklees and other admission authorities to obtain the most up to date information.

2. Schemes

- A. Kirklees co-ordinated schemes for normal (relevant) year of entry admissions for 2020/21 for rising 5 year olds, junior schools, middle schools and secondary schools: sections 5-20
- B. Kirklees scheme for in-year admissions 2020/21 sections 21-29

3. Additional appendices

- Appendix 3 shows the timetables for implementing these schemes.
- Appendix 4 explains the meanings of expressions (marked *) used in these schemes.

4. Kirklees admission authorities

In Kirklees² the admission authorities* for schools at the time of publication on the website are listed below. This list will be updated before determination by the cabinet in February 2019.

Some Kirklees community or voluntary controlled schools may have changed category to academy or trust status before the 2020 admissions round. The relevant schemes in this document will apply to any school that becomes an own admission authority from the date of the change to own admission authority.

Details will be updated on the Kirklees and school websites.

Kirklees Admission Authorities	
(a) Kirklees local authority (LA*) is the admission authority for all Kirklees community and voluntary controlled schools.	
<p>(b) The academy trusts are the admission authorities for the academy schools</p> <p><u>Primary</u></p> <ul style="list-style-type: none"> • Batley Grammar School (Free school) • Beaumont Primary Academy • Birdsedge First School • Birstall Primary Academy • Boothroyd Primary Academy • Brambles Primary Academy • Christ Church CE Academy • Cowlersley Primary School • Diamond Wood Community Academy • Field Lane Junior, Infant and Nursery School • Fieldhead Primary Academy • Healey J I & N School • Heaton Avenue Primary Academy • Helme Church of England Academy • Lindley Church of England Infant School • Lindley Junior School • Marsden Junior School • Millbridge J I & N School • Orchard Primary Academy • Overthorpe C of E Academy • Royds Hall Community School (Luck Lane and Beech Primary sites) • St Aidan's CE Academy • Scissett CE Academy • Shelley First School • Skelmanthorpe Academy • The John Curwen Co-operative Primary Academy • Thornhill J & I School <p><u>Middle</u></p> <ul style="list-style-type: none"> • Kirkburton Middle School • Scissett Middle School <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Batley Girls' High School - Visual Arts College • Batley Grammar School (Free school) • BBG Academy • Castle Hall Academy • Colne Valley High School • Heckmondwike Grammar School • King James's School • Manor Croft Academy • Moor End Academy • Royds Hall Community School • Shelley College • Salendine Nook High School Academy • St John Fisher Catholic Voluntary Academy • The Mirfield Free Grammar and Sixth Form • Thornhill Community Academy • Upper Batley High School 	<p>(c) The governing bodies are the admission authorities for the Church of England voluntary aided (VA) schools</p> <p><u>Primary</u></p> <ul style="list-style-type: none"> • All Hallows' CE (VA) Primary School • Batley Parish CE (VA) Junior, Infant & Nursery School • Cumberworth CE(VA) First School • Denby CE(VA) First School • Kirkburton CE(VA) First School • Linthwaite Ardron CE(VA) Junior & Infant School • St John's CE(VA) Junior & Infant School • St Peter's CE(VA) Junior, Infant & Early Years School • South Crosland CE (VA) Junior School

<p>(d) The governing bodies are the admission authorities for the foundation (F) and trust (T) schools</p> <p><u>Primary</u></p> <ul style="list-style-type: none"> • Golcar J I & N School (T) • Heckmondwike Primary School (T) • Littletown Junior Infant and Nursery School (T) • Crow Lane Primary and Foundation Stage School (T) • Paddock J I & N School (T) <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Honley High School (T) • North Huddersfield Trust School (T) • Spen Valley High School (T) • Westborough High School (T) 	<p>(e) The governing bodies are the admission authorities for the Roman Catholic voluntary aided (VA) schools</p> <p><u>Primary</u></p> <ul style="list-style-type: none"> • Holy Spirit Catholic Primary School • Our Lady of Lourdes Catholic Primary School • St Joseph's Catholic Primary School, Dalton • St Joseph's Catholic Primary School, Dewsbury • St Mary's Catholic Primary School • St Patrick's Catholic Primary School, Birstall • St Patrick's Catholic Primary School, Huddersfield • St Paulinus Catholic Primary School <p><u>Secondary</u></p> <ul style="list-style-type: none"> • All Saints Catholic College, Specialist in Humanities
--	---

³Terms marked * are explained in Appendix 4 on page 37.

A. Kirklees co-ordinated schemes for relevant year of entry admissions for 2020/21 for rising fives, junior schools, middle schools and secondary schools			
<p>5. The relevant year is the normal year of admission</p>	<p><u>Rising five year old admissions</u></p> <p>Children should normally enter full-time education in the school year in which their fifth birthday occurs.</p> <ul style="list-style-type: none"> • Reception class is the relevant year 	<p><u>Junior and middle school admissions</u></p> <ul style="list-style-type: none"> • Year 3 is the relevant year for transfer from infant to junior School • Year 6 is the relevant year for transfer from first to middle school in the Shelley area 	<p><u>Secondary school admissions</u></p> <ul style="list-style-type: none"> • Transfers from junior, primary or middle school to secondary school • Year 7 is the relevant year except for: Shelley College - Year 9, Kirklees Creative and Media Studio School at the Netherhall Learning Campus where it is Year 10
<p>Deferred entry in Reception- children do not have to be in full-time education until the start of the term following their fifth birthday and may defer their entry to school as follows:</p> <p style="text-align: center;">Date of birth between 1.9.15 and 31.12.15 - may defer entry until start of Spring term i.e. January 2021</p> <p style="text-align: center;">Date of birth between 1.1.16 and 31.8.16 - may defer entry until start of Summer term i.e. April 2021</p> <p>If a child has a date of birth between 1.4.16 and 31.8.16 and the parent does not wish them to begin school until September 2021 (their latest legal starting date) they will have to give up the allocated Reception place and re-apply for a place in Year 1. Details about summer born children admissions can be found under page 12)</p>			

<p>6. The application</p>	<ul style="list-style-type: none"> • Parents apply online for their child’s school place via the Kirklees Parent Portal. This can be accessed via the Kirklees website. • The Kirklees Parent Portal should only be used by Kirklees residents. • Parent/carers can express up to three preferences, ranked in priority order, for the school at which it is preferred that the child should be educated. • Kirklees will not disclose a parent/carer’s order of preference during the allocation process, prior to offer day. • The parent/carer may name state-funded schools in Kirklees or any other LA. 		
<p>7. Supplementary Information Form</p> <p>SIF*</p>	<ul style="list-style-type: none"> • Own admission authority schools (see sections 4b-4e) may require parent/carers to complete a Supplementary Information Form (SIF). • SIFs are only used to provide the extra information required by the school’s admission criteria which is not available on the Kirklees online application. • A SIF must be returned to the school. • A SIF is required as well as the Kirklees online application. • If the Kirklees online application has been completed, but not a SIF, the preference is still valid and must be considered. If it is not possible to consider the preference fully without the supplementary information, the applicant should be ranked lower than those applicants who met the criteria fully. • Where a SIF is required, the school should follow up any that have not been received. 		
<p>8. The application process</p>	<p><u>Rising five year old admissions</u></p> <ul style="list-style-type: none"> • Parents/carers of children who attend a Kirklees early years setting will receive notification of when it is time to apply for their child’s school place. Kirklees will also widely publicise this information. • Parents/carers in Kirklees must complete an online application via the Kirklees Parent Portal to apply for their child’s school place. The Kirklees Parent Portal and website also informs parents when a SIF needs to be completed so the relevant school can assess the child’s eligibility for a school place. • Parents/carers will receive an email when their online application has been submitted and then when it has been downloaded. <p>Schools are asked to:-</p>	<p><u>Junior and middle school admissions</u></p> <ul style="list-style-type: none"> • At the start of year 2 in an infant school or year 5 in a Shelley pyramid first school Kirklees parents/carers need to apply for their child’s school place via the Kirklees Parent Portal. • Parents/carers will be sent details via their child’s current school of when to complete the online application. The Kirklees Parent Portal and website also informs parents when a SIF needs to be completed so the relevant school can assess the child’s eligibility for a school place. • Parents/carers will receive an email when their online application has been submitted and then when it has been downloaded. <p>To support on time applications, the child’s present school is asked to :-</p>	<p><u>Secondary school admissions</u></p> <ul style="list-style-type: none"> • At the start of a year 6 in a primary / junior school or year 8 in a Shelley pyramid middle school parents/carers need to apply for their child’s school place via the Kirklees Parent Portal. • Parents/carers will be sent details via their child’s current school of when to complete the online application. The Kirklees Parent Portal and website also informs parents when a SIF needs to be completed so the relevant school can assess the child’s eligibility for a school place. • Parents/carers will receive an email when their online application has been submitted and then when it has been downloaded. <p>To support on time applications, the child’s present school is asked</p>

	<ul style="list-style-type: none"> • let parents/carers know about the online application process. • support parent/carers to apply online and on time for their child's school place. Schools will be asked to help Kirklees LA chase up any parents who have not applied before the deadline. • advise parents of children living in other LA's to apply to their home LA for their school place. • advise parents that no priority is given to children attending the school's nursery, where applicable, when allocating school places. 	<ul style="list-style-type: none"> • let parents/carers know about the online application process and distribute correspondence from Admissions about the application process to pupils. • support parent/carers to apply online and on time for their child's school place. Schools will be asked to help Kirklees LA chase up any parents who have not applied before the deadline. • advise parents of children living in other LA's to apply to their home LA for their school place. 	<p>to:-</p> <ul style="list-style-type: none"> • let parents/carers know about the online application process and distribute correspondence from Admissions about the application process to pupils. • support parent/carers to apply online and on time for their child's school place. Schools will be asked to help Kirklees LA chase up any parents who have not applied before the deadline. • advise parents of children living in other LA's to apply to their home LA for their school place.
<p>9. Procedure for preferences expressed for Kirklees schools</p>	<ul style="list-style-type: none"> • The procedure applies equally to preferences for Kirklees schools received from Kirklees residents and from residents of other LAs. • For a Kirklees community or voluntary controlled school Kirklees LA will determine each application by reference to Kirklees published admissions criteria, the order of priority in which that application for the school is ranked. • For an own admission authority school (see sections 4b-4e) Kirklees LA will send details of applications to the governing body/academy trust of the school. The governing body / academy trust will determine the order of priority in which that application is ranked and provide the Kirklees LA with a list which ranks all the applications for that school. 		
<p>10. Provision of information to other local authorities</p>	<ul style="list-style-type: none"> • Kirklees LA will supply another LA with details about a child in a Kirklees school, who is resident in the other LA, to provide the child with the appropriate common application form. • Parents/carers resident in Kirklees who wish to express a preference for a school in another LA must name the school as one of the preferences on a Kirklees online application. • Kirklees LA will supply another LA with details of any application made by a Kirklees parent/carer for a school maintained by that other LA. • Kirklees LA will advise another LA of the eligibility of any child resident in that other LA for a place in a Kirklees school. 		
<p>11. Procedures for a Kirklees academy, foundation, trust or VA school</p>	<p>This scheme requires the governing body/academy trust of a school in Kirklees which is an admissions authority to:</p> <ul style="list-style-type: none"> • Follow the Kirklees application procedure. • Ensure that all applications are made via the Kirklees Parent Portal. • Be responsible for the provision, completion by applicants and retention of any SIF which the governing body/academy trust finds necessary to apply its own admission criteria. (Kirklees LA will ensure that SIFs are available on its website or paper copies can be obtained from Kirklees Pupil Admissions. A prompt will also appear on the Kirklees Parent Portal when a parent names a school that requires a SIF as one of their preferences). 		

	<ul style="list-style-type: none"> • Determine by reference to the school's admission criteria the order of priority in which each and every application is ranked, after they have received information from Kirklees about all the applications for the year for their school. • Notify the Kirklees LA of their decision according to the timetable in Appendix 3. • Ensure that a decision to grant or refuse a place at that school is only communicated to the parent/carer by the Kirklees LA, on behalf of the governing body/academy trust. 		
12.Procedure for offers of places to parents / carers	<ul style="list-style-type: none"> • Where a Kirklees child qualifies for a place at one or more schools, and following any necessary liaison with other LAs, Kirklees LA will determine and offer the one school which is ranked as the parent/carer's highest preference where the child qualifies. • Where a Kirklees child does not qualify for a place at any of the parent/carer's preferences a place will be offered at the school designated by Kirklees to serve the parent/carer's address or, if no such place is available, the nearest appropriate Kirklees school where a place is available. Nearest means the shortest distance from the child's home to the school measured in a straight line. • Kirklees LA will notify the governing body/academy trust of any school in sections 4b-4e (or other LA) of a Kirklees decision to offer or refuse a place at such a school. 		
13. Offers of places to Kirklees parents / carers and appeals	National offer day for rising five year old admissions is <u>16 April 2020</u>	National offer day for junior and middle school admissions is <u>16 April 2020</u>	National offer day for secondary school admissions is <u>2 March 2020</u>
	<ul style="list-style-type: none"> • On the national offer day Kirklees LA will send notification to Kirklees parent/carers of any Kirklees decision to offer or refuse a place at any school in Kirklees or other authority for which the parent/carer has applied. • Offers or refusals of places will only be made by the Kirklees LA, albeit on behalf of the governing body/academy trust of a academy, foundation, trust or voluntary aided school or other authority, as appropriate. • If the child does not qualify for any of the parent/carer's preferred schools and provided the child is resident in Kirklees, a place will be offered at the school designated by Kirklees to serve the parent/carer's address or, if no such place is available, the nearest appropriate Kirklees school where a place is available. Nearest means the shortest distance from the child's home to the school measured in a straight line. • The notification will also give reasons why the child is not being offered a place at a parent/carer's higher preference school (where appropriate) and include information about the statutory right of appeal, how to accept or refuse an offer. 		
14. Processing online applications for the normal entry admissions round	<ul style="list-style-type: none"> • The normal entry admission round for Kirklees children is defined as any determination of online applications for the relevant year made under this coordinated scheme before the national offer date (see section13). • The processing of online applications for the normal entry admissions round will be as follows:- <ul style="list-style-type: none"> ○ The initial allocation : To assess and allocate a place for all online applications which were received on time or deemed to be on time from parents/carers resident in Kirklees and other LAs. ○ The second allocation : To assess and allocate a place (as soon as possible after the first allocation) for all online applications which were received late from parents/carers resident in Kirklees and other LAs. 		

	<ul style="list-style-type: none"> ○ Waiting lists : After the offer day, unsatisfied higher preferences for a school are placed on that school's waiting list which is held by the admission authority for the school as listed in section 4. Preferences which cannot be satisfied which are received after the offer day are similarly placed on a school's waiting list. 		
<p>15. Late and revised applications</p>	<p><u>Rising five year old admissions</u></p> <ul style="list-style-type: none"> • Closing date for applications 15 January 2020 • Planned allocation date 16 March 2020 	<p><u>Junior / middle admissions</u></p> <ul style="list-style-type: none"> • Closing date for applications 15 January 2020 • Planned allocation date 16 March 2020 	<p><u>Secondary school admissions</u></p> <ul style="list-style-type: none"> • Closing date for applications 31 October 2019 • Planned allocation date 17 January 2020
<ul style="list-style-type: none"> • Applications received after the closing date without significant and exceptional reasons will be treated as late. • Late applications will not be included in the initial process which will be confined to on-time applications. Late applications will be included in the second allocation process. • Where applications are received after the closing date, in Kirklees' judgement for significant and exceptional reasons, for example a move into Kirklees, the Authority will endeavour to include the application in the initial allocation process. Proof of such special circumstances will be required. Proof of change of address will be accepted up to the latest reasonable date before the allocation date for school places (see page 11 for the deadlines). This exception to the closing date only applies to Kirklees schools, other Local Authorities may have their own conditions for accepting late applications. • After the closing date parents/carers will not be able to change their preferences (including a change to the order) unless there is a genuine reason for doing so, for example, a significant house move. Following the offer of places a parent/carer may request a place at a school which has not previously been considered. However, a parent/carer may not have more than three "live" preferences at any time. 			
<p>16. Waiting lists</p>	<ul style="list-style-type: none"> • Waiting lists for community and voluntary controlled schools are held by Kirklees LA from the offer day and close at the end of one term which is determined to be on the last school day in December. • Waiting lists for own admission authority schools (see sections 4b-4e) are held by the governing body/academy trust for a period of time determined by the admissions authority. • The names on the waiting lists for a school will be children: <ul style="list-style-type: none"> (a) whose parent/carer has expressed a preference for that school but who were offered a lower preference school or an alternative school. (b) (only at the parent/carer's written request) whose parent/carer has expressed a preference for that school but who were offered a higher preference school. • As vacancies occur, the allocation of places to children on a waiting list will be determined by the same admission authority as the initial allocation and according to that admission authority's published admission criteria (treating on-time and late applications equally). 		

	<ul style="list-style-type: none"> The offer of places from the waiting lists will only be made by the Kirklees LA. Where the offer is for a place at an academy, foundation, trust or voluntary aided school, it will be made on behalf of the governing body/academy trust of the academy, foundation, trust or voluntary aided school and following consultation with the school.
17. Admissions outside normal admissions round	<ul style="list-style-type: none"> Admissions outside the normal admissions round means any admissions other than those determined under this scheme. Applications received for any other age group, or the relevant age group made after the first school day, will be processed under the Kirklees scheme for in-year admissions. Please see details in sections 21-29
18. Appeals	<p>A parent/carer who has been unsuccessful in obtaining a place at a school for which they have expressed a preference can appeal to an Independent Appeal Panel (except for a child who has been permanently excluded from two schools).</p> <ul style="list-style-type: none"> For community and voluntary controlled schools parents/carers should contact Kirklees admissions team or look at the website for full information. For voluntary aided schools, free schools, trust schools and academies parents/carers should contact the school to enquire about the appeal process For schools outside Kirklees parents/carers should contact the other local authority to enquire about the appeal process.
19. Changes to PAN by admission authorities	<p>Governing bodies / academy trusts of Kirklees own admission authority schools must</p> <ul style="list-style-type: none"> Notify the LA in writing of any intention to increase the school's PAN and publish the change on the school's website. <p>Following determination of the PAN, notify the LA if they intend to admit above PAN, in good time to allow the LA to deliver its coordination responsibilities effectively according to the timetable in Appendix 3.</p>
20. Schools with assessment *or testing as part of the admissions process	<p>(a) Batley Grammar School - fair banding assessment for entry into Year 7</p> <ul style="list-style-type: none"> All children applying to Year 7 at Batley Grammar School will take a fair banding assessment to ensure a comprehensive intake. This is not a selective entrance test. Applicants will be placed into one of four ability bands based on the score achieved in the GL Assessment Non Verbal Reasoning test, which will be taken by all applicants to Year 7 at Batley Grammar School. Applicants will be placed in bands, such that, wherever possible, there are an equal number in each band. Places will be allocated, as far as possible, such that, an equal number are given in each band and represent the proportion indicated in each of the identified postal code areas below. Banding will enable Batley Grammar School to achieve an intake representative of the ability range of applicants to the school. Children who have not taken the banding test (apart from children in care, or adopted children who have been in care, who must always be given priority) will be considered after children who sat the banding test. They will be prioritised on the basis of the oversubscription criteria. All applicants will be offered fair access to the test and will be reminded of the date, times and location available to sit the test.

	<ul style="list-style-type: none"> To ensure that we are meeting the needs of parents in the Batley and Birstall area children will be accepted from an area which will be split into a defined inner catchment area (WF17) and an outer catchment area (all other postal codes). 45% of places will be allocated to pupils in WF17 0--; WF17 8-- and WF17 9--; a further 45% of places will be allocated to WF17 5--, WF17 6--, and WF17 7--, whilst the remaining 10% of places will be allocated to pupils from the other postal code areas with preference given to those living in WF12 7; WF13 4; WF16 9; LS27 0, BD11 1 and BD19 4. Oversubscription criteria will be applied to the bands in each of these groups. In order to be eligible for a place parents must make the school one of their three preferences on their local authority application. In addition to the application to their home local authority, parents are required to complete the school supplementary information form and return this to Batley Grammar School. There is a strict deadline of 4.00pm on 31 October 2019 for return of the School Registration/Supplementary Information Form to be returned to Batley Grammar School. A copy of the school registration form is in the school prospectus, available on the school and the local authority's websites or can be obtained from the school admissions office. Forms received by the deadline will be considered first.
	<p>b) Heckmondwike Grammar School - ability testing</p> <ul style="list-style-type: none"> Heckmondwike Grammar School is a selective school and admission is based on the results of an entrance test. Eleven year olds take the entrance test on a Monday early in the Autumn term preceding the September of entry. Papers test a range of reasoning skills in a variety of contexts and they are designed to be predictors of likely future performance. The results from each paper will be standardised, age weighted and combined into a total standardised age score. The school will publish outline information about the number, length and format of the tests in the summer term preceding the test date. The outcome of the tests is communicated to parents in mid-October, prior to the deadline for submission of the application for a high school place to the local authority. Any information sent to the parents/carers of children who are successful in the testing must make clear that if more children pass the test than there are places in the grammar school, that passing the test does not constitute the offer of a place and that the parent/carer must wait until the offer day on 1 March 2020 to be notified by their home LA at which school they are to be offered a place. Parents are required to register for their child's entrance test by noon on 24 June 2019.

<p>B. Kirklees scheme for in-year admissions 2020/21 : sections 21-29</p>	
<p>This scheme is written to reflect that Kirklees intends to move towards a digital by design process which means a move away from paper applications. Once implemented this will be a change in the administrative process and means all applications are expected to be online. This will support Kirklees being able to adapt to the potential requirement for in-year co-ordination.</p>	
<p>21. In-year applications</p>	<p>In-year applications are those made during the school year for the normal year of admission and those made for admission to age groups other than the normal year of admission.</p>

<p>22. The Kirklees In-year Common Application Form (ICAF)</p>	<p>All applications for an in-year admission to a Kirklees school must be made on the Kirklees In-year Common Application Form (ICAF). This includes applications from parents/carers resident outside Kirklees.</p>
<p>23. Supplementary Information Form SIF</p>	<ul style="list-style-type: none"> • Own admission authority schools (see sections 4b-4e) may require parent/carers to complete a Supplementary Information Form (SIF). • SIFs are only used to provide the extra information required by the school's admission criteria which is not available on the ICAF. • A SIF must be returned to the school. • A SIF is required as well as an ICAF. • If an ICAF has been completed, but not a SIF, the preference is still valid and must be considered. If it is not possible to consider the preference fully without the supplementary information, the applicant should be ranked lower than those applicants who meet the criteria fully. • Where a SIF is required, the school should follow up any that have not been received.
<p>24. Assessment of a parent/carer's preference for Kirklees community and voluntary controlled schools</p>	<p>The following applies equally to preferences for Kirklees schools made on the Kirklees ICAF received from Kirklees residents and residents from other LAs. This scheme requires the Kirklees community or voluntary controlled school to:</p> <ul style="list-style-type: none"> • Contact Kirklees admissions regularly to confirm the availability of places at the school. • Kirklees admissions will <ul style="list-style-type: none"> ○ confirm whether the school has vacancies in the year group required ○ confirm by reference to the Kirklees admission criteria the order of priority in which a parent/carer's preference is ranked in relation to other applications for that school. ○ where there are more applications than places available, determine by reference to the Kirklees LA published admission criteria the order of priority in which all applications are ranked. ○ The offer or refusal of a place is only communicated to the parent/carer by Kirklees LA as the Admission Authority.
<p>25. Kirklees schools where the governing body / academy trust is the admission authority</p>	<p>This scheme requires the LA to make available the details of the application received on the ICAF within 2 school days of the parent submitting the application.</p> <p>This scheme requires the governing body/academy trust to:</p> <ul style="list-style-type: none"> • Check the School Admissions Module daily for new applications. • Be responsible for the provision, completion by applicants and retention of any SIF which the governing body/academy trust finds necessary to apply its own admission criteria. The Kirklees admissions team will ensure that SIFs are available on its website or paper copies can be obtained from Kirklees Pupil Admissions. • Communicate the availability of places to the Kirklees admissions team when requested. • Where there are more applications than places available, determine by reference to the school's published admission criteria the order of priority in which all applications are ranked. • Communicate the offer or refusal of a place to the parent/carer (or the parent/carer's home LA) and notify the Kirklees admissions team of the decision according to the timetable which is detailed in section 26 below.

<p>26. Offers of places to Kirklees parents / carers and appeals</p>	<p>The relevant admissions authority (as noted in section 4) will send out to a parent/carer within 20 school days of their application being received at a school a decision to offer or refuse a place at the school. A copy of the decision should be sent to the Kirklees admissions team.</p> <p>The offer will specify a start date as agreed with the school. This should normally be the first day of the next school term where no significant house move has taken place. Where a child has moved into Kirklees and is without a school place, or has moved a significant distance within Kirklees, the offer should specify a start date no later than 10 school days from the date of the offer.</p> <p>The refusal must give reasons why the child is not being offered a place at a parent/carer's preferred school (where appropriate) and include information about :-</p> <ul style="list-style-type: none"> • the statutory right of appeal, • how to accept or refuse an offer • the availability of assistance with school transport.
<p>27. Waiting lists at academy, foundation, trust and voluntary aided schools</p>	<p>Where a parent/carer has been refused a place for their child at a preferred academy, foundation, trust or voluntary aided school, the child's name will be placed on a waiting list for that school according to the admissions policy of that school.</p>
<p>28. Waiting lists for Kirklees community and voluntary controlled schools</p>	<p>Kirklees LA will keep a waiting list for each Kirklees community and voluntary controlled school as follows:</p> <ul style="list-style-type: none"> • Where a parent/carer has been refused a place for their child at a preferred community or voluntary controlled school, the child's name will be placed on a waiting list for that school. • The waiting list will be kept for the remainder of the term for which they have applied for a place. • The names on the waiting lists for the school will also include children from normal round admissions: <ul style="list-style-type: none"> ○ whose parent/carer had expressed a preference for that school but who were offered a lower preference school or an alternative school. ○ (only at the parent/carer's written request) whose parent/carer had expressed a preference for that school but who were offered a higher preference school. <p>The child's name will remain on the waiting list for the remainder of the term for which they have applied for a place. As vacancies occur, the allocation of places to children on a waiting list will be determined by Kirklees LA according to the published admission criteria (taking no account of the length of time children have been on a waiting list).</p> <p>The offer of places from the waiting lists will only be made by the Kirklees LA and will be for an immediate start.</p>

29. Availability of places	<p>If a parent/carer is requesting a change of school because of a house move, or if a child has not been offered a place in a timely fashion, Kirklees LA will offer a place at the school designated by Kirklees to serve the parent/carer's new address, or if no such place is available, the nearest appropriate Kirklees school where a place is available. Nearest means the shortest distance from the child's home to the school measured in a straight line (see appendix 4).</p> <p>In some circumstances Kirklees LA may decide to allocate a place immediately at the nearest appropriate Kirklees School where a place is available, following an individual assessment of an application.</p>
---	--

Appendix 3 : Timetable for Kirklees coordinated normal round admissions

Process	Rising 5 year old admissions	Junior and Middle school admissions	Secondary school admissions
The online application process opens via the Kirklees Parent Portal	Week starting Sunday 1 September 2019	week starting Sunday 1 September 2019	week starting Sunday 1 September 2019
	↓	↓	↓
			Heckmondwike Grammar School Register for entrance test by noon on 24 June 2019 Batley Grammar School • SIF deadline 4pm 31 October 2019
	↓	↓	↓
Closing date for online applications and SIFs	Wednesday 15 January 2020	Wednesday 15 January 2020	Thursday 31 October 2019
	↓	↓	↓
Kirklees LA sends information about applications for schools in other LAs to those LAs	Friday 7 February 2020	Friday 7 February 2020	Monday 18 November 2019
	↓	↓	↓
Kirklees LA sends information about applications to Kirklees academy, foundation, trust and VA schools	Friday 21 February 2020	Friday 21 February 2020	Friday 6 December 2019
	↓	↓	↓
Kirklees academy, foundation, trust and VA schools • send lists of pupils qualifying, and not qualifying, for places to Kirklees LA • notify Kirklees LA of any intention to admit above PAN, and specify the PAN	Friday 28 February 2020	Friday 28 February 2020	Friday 20 December 2019
	↓	↓	↓
Kirklees decides provisional offers including extra-district children applying for Kirklees schools and notifies other LAs	Monday 16 March 2020	Monday 16 March 2020	Friday 17 January 2020
	↓	↓	↓
Provisional offers reviewed to take account of information from other LAs, results sent to other LAs/admission authorities	Friday 20 March 2020	Friday 20 March 2020	Monday 27 January 2020
	↓	↓	↓
Kirklees and other LAs exchange information on confirmation of offers to be made	Wednesday 25 March 2020	Wednesday 25 March 2020	Friday 7 February 2020
	↓	↓	
Statutory National Offer Day	Thursday 16 April 2020	Thursday 16 April 2020	Monday 2 March 2020
	↓	↓	↓
	Appeals	Appeals	Appeals

Appendix 4 : The meaning of words and expressions used in this scheme

Term	Definition
Admissions authority	The body which decides admissions to a school and which makes arrangements for its admission appeals.
ICAF	Kirklees common application form for IN-YEAR transfer to a school
In-year admission	In-year applications are those made during the school year for the normal year of admission and those made for admission to age groups other than the normal year of admission.
Distance	Distance is measured in a straight line from a child's home address to the school. Measurements are calculated using six-figure National Grid co-ordinates from the National Land and Property Gazetteer. This grid reference relates to a point that falls within the permanent building structure corresponding to the address. The boundary of the building structure for the address is from Ordnance Survey's MasterMap. For smaller, residential properties the grid reference marks a point near the centre of the building. For larger properties like schools with, for example, multiple buildings and large grounds, the grid reference relates to a point inside the main addressable building structure. The distance calculated is accurate to within 1 metre.
Kirklees	Kirklees Council or, as the context requires, its administrative area.
LA	The local authority. In Kirklees, Kirklees Council is the local authority.
Normal (relevant) admissions round	Admissions for the relevant year arising from offers made under these schemes.
Normal (relevant) year	The first age group in a school. <ul style="list-style-type: none"> ▪ Reception class at infant, first and primary schools ▪ Year 3 at junior schools ▪ Year 6 at the two middle schools in the Shelley Pyramid ▪ Year 7 at most Kirklees secondary schools ▪ Year 9 at Shelley College ▪ Year 10 at Kirklees Creative and Media Studio School, Netherhall Learning Campus.
Testing / Assessment	Batley Grammar School and Heckmondwike Grammar School are the only schools in Kirklees where determination of academic ability by testing is part of the admission procedure. <ul style="list-style-type: none"> • The deadline for the Registration/Supplementary Information Form for year 7 applications to Batley Grammar School should be returned by 4.00pm on 31 October 2019. The deadline for the Registration/Supplementary Information Form for primary places is 4.00pm on 15th January 2020. Parents are required to register their child for the entrance test to Heckmondwike Grammar School by noon on 24 June 2019. The entrance test will then be held in early Autumn 2019.
SIF	Supplementary Information form
Trust school	A trust school is a foundation school with a charitable foundation

Pupil Admissions	Second Floor, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY Tel 01484 225007 E-mail: pupiladmissions@kirklees.gov.uk
-------------------------	--

Disclaimer

- The information in this document is believed to be correct at the time of publication.
- Please contact Kirklees Admissions or consult the Kirklees Council website for the most up to date information.
- Please consult the websites of other Admission Authorities to obtain the most up to date information.

This page is intentionally left blank

Name of meeting: Cabinet

Date: 19 February 2019

Title of report: To decommission specialist provision at Headlands CE(VC) JI&N School and deliver the service in a different way - Final Decision Report

Purpose of report: Decision about the published statutory proposal to decommission 6 transitional places at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder and to deliver services in a different way.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	Yes – this is the final report from a series regarding the High Needs review. KDN from 1 st October 2018 refers
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Strategic Director</u> & name	Mel Meggs 6 February 2019
Is it also signed off by the Service Director for Finance	Eamonn Croston (James Anderson) 23 January 2019
Is it also signed off by the Service Director for Governance and Commissioning?	Julie Muscroft (John Chapman) 22 January 2019
Cabinet member portfolio	Cllr Masood Ahmed – Children Cllr Viv Kendrick – Children

Electoral wards affected: All

Ward councillors consulted: Yes

Public or private: Public

Appendices

- 1 - Consultation document
- 2 - Statutory Notice
- 3 - Statutory proposals
- 4 - The constitution and purpose of SOAG
- 5 - Minutes of the SOAG meeting 17 December 2018
- 6 - Statutory process check sheet
- 7 - Factors to be considered – DfE statutory guidance for decision makers

1. Summary

Kirklees Council propose to make a prescribed alteration at Headlands CE(VC) JI&N School to decommission 6 transitional places for children with Autistic Spectrum Disorder from 1 March 2019. It is intended the resources released through the decommission at Headlands CE (VC) JI&N School will be used to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school.

The outreach provision is carried out by a specialist team of teachers and support workers with relevant specialist qualifications. They work directly with schools alongside staff to develop their understanding and capacity to provide effective support and work alongside the children themselves in order to inform effective strategies to ensure progress. They work in partnership with parents and carers involving them in the support their children receive

The purpose of this report is:-

- To advise members on the outcome of the statutory processes for the proposal.
- To advise members of the conclusions and recommendations of the School Organisation Advisory Group (SOAG) regarding the proposal.
- To recommend that Members make the final decision to approve the Kirklees Local Authority (LA) statutory proposal.

Information required to take a decision

The statutory process regarding the statutory proposals

School organisation decisions for Local Authority maintained schools must follow a process set out by law. Kirklees Council has had due regard to legislation and followed the statutory process in respect of these proposals. School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 came into force on 28 January 2014. The latest statutory guidance published in April 2016 does not require a pre consultation. However, the Council did carry out a four week term time non-statutory consultation to ensure that maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication.

The regulations require a statutory process be followed for establishing, removing or altering a special educational needs provision at voluntary and foundation schools. Either the LA or the Governing Body (GB) can propose the change for voluntary and foundation schools. A statutory process must then be followed, and the LA is the decision maker.

The LA is proposing these changes, but must follow the four stage statutory process set out below.

- Publication
- Representation (statutory consultation)
- Decision
- Implementation

This report reviews the performance in the first two stages of the statutory process to confirm that they have been carried out in full compliance with the law and relevant Department for Education (DfE) guidance.

The proposals are presented for the consideration of decision makers so that they can then determine the related proposals.

Kirklees Council Cabinet, as decision maker considering the proposals has to have regard to certain guidance issued by the DfE, **School Organisation. Maintained Schools. Annex B: Guidance for Decision-makers April 2016.**

2 Consultation

On 10 July 2018 Cabinet members authorised officers to develop plans for a non-statutory consultation for September 2018, on the proposals to decommission 6 transitional places at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder and deliver the service in a different way.

A four week term-time non-statutory consultation about the proposals to decommission specialist provision at Headlands CE(VC) JI&N School and deliver the service in a different way took place between 4 September 2018 and 1 October 2018, to seek the views of parents/carers, school staff, professionals, governors, pupils, other schools with specialist provisions, ward members, wider community stakeholders and other interested parties. (See Appendix 1 for Consultation Document). The outcomes of that consultation were presented to Kirklees Council Cabinet on 13 November 2018 and as a result approval was given to move to the publication of statutory notice and statutory a proposal.

2.1 Publication and representations

On the 23 November 2018 a statutory notice (attached at Appendix 2) was published in the Huddersfield Examiner newspaper (South Kirklees) and The Press newspaper (North Kirklees). The statutory notice and statutory proposal (attached at Appendix 3) were also sent to the head teacher and chair of governors at Headlands CE(VC) JI&N School. The statutory notice was posted at the main entrances of the school on 23 November 2018.

From the publication date of the statutory notice on 23 November 2018, copies of the complete statutory proposals (Appendix 3) were available upon request from Directorate for Children & Young People, c/o School Organisation and Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY.

The representation period ended on 20 December 2018.

2.2 Representations received regarding the statutory process

No representations have been received in relation to this statutory proposal

2.3 Decision: The role of the Kirklees School Organisation Advisory Group (SOAG)

The Local Authority is the primary decision maker for school re-organisation proposals and under Kirklees arrangements, the Cabinet of Kirklees Council is the decision making body. Under School Organisation Regulations, if the Cabinet of Kirklees Council is unable to make a decision within 2 months of the end of the statutory representation period, then the decision passes to the Schools Adjudicator.

The Kirklees School Organisation Advisory Group (SOAG) was established by Cabinet on 12 September 2007 to advise the Cabinet on school organisation decision-making matters. SOAG exists to provide advice to Cabinet, but Cabinet is the Decision Maker. The constitution and purpose of SOAG is attached at Appendix 4.

2.4 Review of the statutory process for statutory proposals to decommission 6 transitional places at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder and deliver the service in a different way

Kirklees SOAG met on 17 December 2018 to consider the statutory process and any representations received for the proposals and to formulate advice for the Cabinet as decision makers. A note of the meeting is attached at Appendix 5.

2.5 Statutory process check by SOAG

The details relating to the statutory processes for the statutory proposals are set out in the check sheets (attached at Appendix 6). The processes that were followed in relation to the proposals were checked with appropriate evidence that each point had been completed.

2.6 SOAG conclusions: The statutory notice, statutory proposals and statutory processes are valid and within time limits;

- An appropriate non statutory consultation has been carried out.
- The published statutory notice complies with statutory requirements.
- The proposal is not related to any other proposal for any other school and is not related to any proposals published by the EFA.
- The proposal is valid and can be decided by Kirklees Council Cabinet.
- The statutory four week period has been allowed for representation.
- The decisions will be brought to the cabinet on 19th February 2019, which is within two months after the end of the statutory four week representation period which will end on the 20th December 2018.

2.7 Factors to be considered in making the decisions about the related statutory proposals.

In order to support decision making by Cabinet, a range of factors have been considered. These factors are derived from the guidance issued by the Department for Education. **School Organisation Maintained Schools. Annex B: Guidance for Decision Makers April 2016.** Factors can vary depending upon the nature and type of proposals. On 17 December 2018, SOAG members examined the rationale for the proposals against each of the factors. The full list of factors is presented in Appendix 7.

2.8 Guidance note: Type of decision

- The decision maker can make one of four types of decision for the statutory proposal:
- Reject the proposal
- Approve the proposal
- Approve the proposal with a modification (e.g. the implementation date)
- Approve the proposal subject to meeting one or more specific conditions

2.9 SOAG conclusions for decision makers

Final conclusions and recommendations.

The SOAG agreed that:

- The statutory process had enabled a full and detailed presentation of the proposals to interested parties.
- The rationale for the proposal had been clearly articulated against the factors in the decision maker's guidance (see Appendix 7).
- Issues raised in consultation had been presented for full consideration against the factors in decision maker's guidance.

Cabinet are able to reach a decision regarding the proposal

3. Implications for the Council

3.1 Early Intervention and Prevention (EIP)

One of the core principles of Kirklees specialist provisions is the delivery of support and intervention to children in as timely a manner as possible, and wherever possible within their locality, in order to address needs and identify strategies either through outreach support or where needs are more complex, through the provision of specialist places in order to meet need and prevent further difficulties arising. A child referred for outreach would not need to have an Education Health Care Plan (EHCP). The central outreach team provide support as part of the graduated approach to meeting the needs of children with SEND. This includes children at SEN Support as well as those with an Education, Health and Care Plan. The outreach provision works with any child who presents with Complex Communication and Interaction Needs, and not simply those with a diagnosis, in order to ensure the earliest possible support is put in place. The team also provide training to schools to support early identification and effective support of children with CC&I need.

3.2 Economic Resilience (ER)

By addressing concerns early, our aim is to ensure that wherever possible a child is able to remain at their local school and is able to follow its curriculum (with some degree of personalisation), learning alongside their peers in order to achieve their potential into adulthood.

3.3 Improving outcomes for children

Specialist provision outreach offers high quality advice, guidance and support to our schools in meeting a range of special educational needs and disabilities, as well as increased opportunities for growing capacity across the school workforce, which in turn will improve outcomes for children.

3.4 Reducing demand of services

This early intervention model works to ensure that wherever possible a child's needs can be met at their local school, thus reducing the potential requirement for more costly provision. The service works to build capacity within mainstream schools so that they become better able to meet need and not always rely on costlier external support.

3.5 Human Resources implications

There would be no human resources implications resulting from the decommissioning of the specialist provision for children with Autism at Headlands CE (VC) JI&N School, this is due to staff securing employment elsewhere outside of this process.

3.6 Financial Implications

There would be no financial Implications arising from these proposals for the Council. There would be a change to the current pattern of specialist provision, but the overall financial effect to the Council is nil.

3.7 Equalities Impact Assessment

The Equality Act 2010 places the Council under a duty - the Public Sector Equality Duty - to have due regard to the need to achieve equality objectives when carrying out its functions. An Equalities Impact Assessment has been carried after the four week representation stage. The proposal will enhance the central outreach offer for

children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school. This is likely to have a positive impact for pupils and their families living in Kirklees because the aims are to strengthen existing specialist provision and outreach arrangements where they are needed, in line with demand.

The updated EIA can be found here: <http://www.kirklees.gov.uk/beta/delivering-services/equality-impact-assessments.aspx>

Then select 2018/19 and 'Children'

The stage 1 report is named '190211 Stage 1 EIA Headlands Autism after representation'

The stage 2 report is named '190211 Stage 2 EIA Headlands Autism after representation'

3.8 The Councils key principles

- **Working with people not doing to them**
The LA undertook a four week term-time non-statutory consultation to ensure that a wide range of stakeholders could express their views. LA officers have worked closely with affected families and with staff ensuring they were aware of the proposals at the earliest opportunity, how they could participate in the consultation process and were aware of any choices that might be available to them.
- **Working with partners**
The LA has worked with its partner agencies to undertake a high needs review. The review recognises the importance of children's needs being met in their local school wherever possible. The resources released through the decommissioning of transitional places would be used to enhance the outreach offer, supporting local schools to meet the needs of children with additional needs.
- **Place – based working**
Ensuring services are focused on the needs of the community and delivering excellent value for money.

4. Consultees and their opinions

A non-statutory consultation was carried out by the Local Authority from 4 September 2018 to 1 October 2018. On 13 November 2018 Cabinet received the report of the outcomes of the consultation and the views expressed by stakeholders during this consultation are described in detail in that Cabinet report. Cabinet agreed to proceed with the statutory process for the proposals for Headlands CE (VC) J I and N School, a Voluntary Controlled School.

During the 4 week representation period, no representations have been received.

This report brings the views and comments from stakeholders regarding the statutory proposals to decision makers attention for full consideration giving due regard to the factors for decision making derived from the guidance issued by the Department for Education. School Organisation Maintained Schools. Annex B: Guidance for Decision Makers April 2016

5. Next steps

Subject to decisions made by Cabinet, the indicative timeline for the next stages of the statutory processes are set out below:

Activity	Date
Cabinet Report seeking permission to consult as part of the statutory process	10 July 2018
Four week non-statutory consultation	4 September – 1 October 2018
Outcome report to cabinet and approval to next stage	13 November 2018
Publication of notices and four week representation period	23 November 2018 – 20 December 2018
Final decision by Cabinet*	19 February 2019
Implementation*	From 1 March 2019

* These dates are subject to Cabinet approval and may change

6. Officer recommendations and reasons

It is recommended that Members:-

- note the advice of Kirklees SOAG that the proposals to decommission 6 transitional places and outreach at Headlands CE(VC) JI&N School for children with Autistic Spectrum Disorder from 1 March 2019 and deliver the service in a different way
 - ❖ The statutory process had enabled a full and detailed presentation of the proposals to interested parties.
 - ❖ The rationale for the proposal had been clearly articulated against the factors in the decision maker's guidance (see Appendix 7).
 - ❖ Issues raised in consultation had been presented for full consideration against the factors in decision maker's guidance.
 - ❖ approve without modification or condition the proposals.

The proposals should be approved for the following reasons:-

- To ensure that the overall pattern of specialist provision in Kirklees gives a flexible range of support that can respond to the needs of individual pupils and parental preferences, in a safe environment where young people can thrive in buildings and provisions tailored to meet their special educational need or disability and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe.
- Provide access to appropriately trained staff and to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.
- Supports the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people.

7. Cabinet portfolio holder's recommendations

As the Cabinet Member for Schools we endorse the recommendations set out by officers in the previous section of this report.

- To decommission 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder and deliver the service in a different way.

8. Contact Officer

Mandy Cameron.

Head of Education Inclusion & Safeguarding

01484 221000

mandy.cameron@kirklees.gov.uk

Martin Wilby

Senior Strategic Manager - Education Places and Access

01484 221000

martin.wilby@kirklees.gov.uk

9. Background papers and history of decisions

- Cabinet Report: 28 September 2010 - Specialist Provision for Disabled Children and those with Special Educational Needs
<http://bit.ly/28Sept10>
- Cabinet Report: 21 June 2011 - Report on the outcomes of the non-statutory consultation on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees
<http://bit.ly/21June11>
- Cabinet Report 6 December 2011 - Report on the outcomes of the statutory consultation on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees
<http://bit.ly/6Dec11>
- Cabinet Report 13 March 2012 - Report on the representations received from the published Statutory Notices on the proposals for the future organisation of specialist provision for disabled children and those with special educational needs across Kirklees at the following schools:- Ashbrow I & N School, Ashbrow Junior School, Carlinghow Princess Royal J I & N School, Dalton School, Flatts Nursery School, Headlands CE(VC) J I & N School, Honley High School, Lowerhouses CE(VC) JI & EY School, Moldgreen Community Primary School, Netherhall Learning Campus - Rawthorpe Junior School, Netherhall Learning Campus - Rawthorpe St. James CE(VC) I & N School, Netherhall Learning Campus High School, Newsome High School, Park Road J I & N School, Royds Hall High School, The Community Science College @ Thornhill, Thornhill J & I School
<http://bit.ly/13Mar2012>
- Cabinet Report 2 December 2014 - Overview of progress made in relation to changes to specialist provision for disabled children and those with special educational needs across Kirklees.
<http://bit.ly/2ndDec14>
- Cabinet Report 10 March 2015 - Report on the outcomes from the non-statutory consultation for Members consideration on proposals for change to existing specialist provisions.
<http://bit.ly/10Mar15>
- Cabinet Report 2 June 2015 - Report on the statutory proposals for Flatts Nursery School, Rawthorpe St. James CE (VC) I&N School and Rawthorpe Junior School.

<http://bit.ly/2June15>

- Cabinet - Date: 5 April 2016 - Overview of progress made in relation to changes to specialist provision for disabled children and those with special educational needs across Kirklees. The report requests approval to take forward proposals for adjustments to some existing specialist provisions.
<http://bit.ly/5thApr16>
- Cabinet report 15 November 2016 - Report on the outcomes of the non-statutory consultation on proposals in relation to the changes to specialist provision for children and young people with additional needs in the areas of autism, speech, language and communication (SLCN).
<http://bit.ly/15thNov16>
- Cabinet Report 7 March 2017 - Report on the proposals for changes to specialist provision for children with Speech, Language and Communication Needs (SLCN) and autism. To complete the process to discontinue 10 transitional places plus outreach for children with autism at Moldgreen Community Primary School and to update on progress in determining a host school for a new communication and interaction provision.
<http://bit.ly/7thMar17>
- Cabinet Report 4 April 2017 - Overview of progress made in relation to changes to specialist provision for children with special educational needs across Kirklees.
<http://bit.ly/04Apr17>
- Cabinet Report 25 July 2017 - Specialist provision for Kirklees children with communication and interaction needs
<http://bit.ly/25July17>
- Cabinet Report 19 September 2017 - Specialist provision for Kirklees children with communication and interaction needs
<https://democracy.kirklees.gov.uk/documents/s19927/11.%202017-09-19%20Specialist%20Provision%20Report.pdf>
- Cabinet Report 20 February 2018- Summary of findings from the Special Education Needs and/or Disability (SEND) High needs Strategic review
<https://democracy.kirklees.gov.uk/documents/s21928/2018%2002%2020%20HNR%20redacted%20version%20of%20report.pdf>
- Cabinet Report 10 July 2018 - Headlands CE (VC) JI&N School – Permission to consult
<http://democracy.kirklees.gov.uk/documents/s23800/Item%208%202018%2006%2027%20-%20Headlands%20CE%20VC%20JIN%20School%20-%20permission%20to%20consult%20v%203%20003.pdf>
- Cabinet Report 13 November 2018 – To decommission specialist provision at Headlands CE(VC) JI&N School and deliver the service in a different way - Consultation Outcome report.
<http://democracy.kirklees.gov.uk/documents/s25625/Item%2013.%20Headlands%20Combined%20Report.pdf>

10. Service Director responsible

Jo-Anne Sanders

Service Director – Learning and Early Support

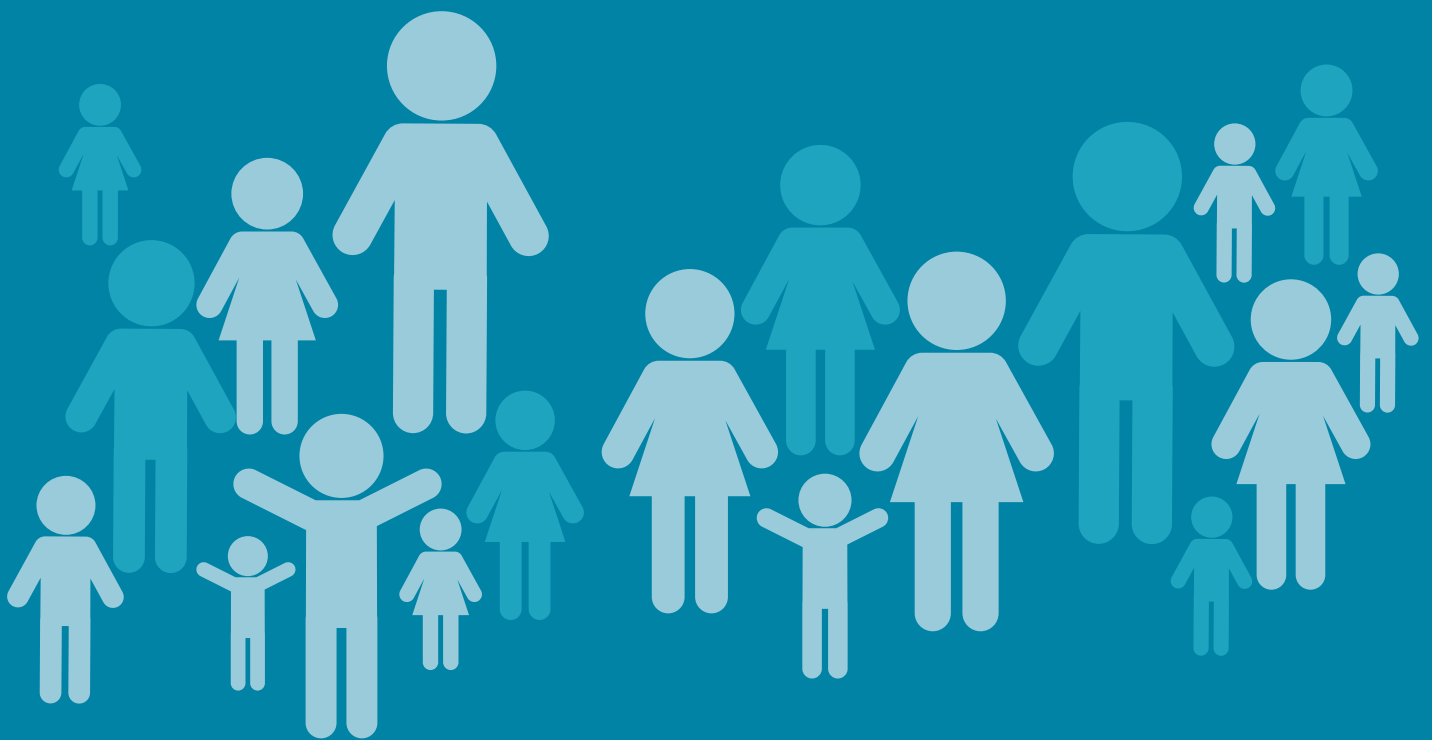
jo-anne.sanders@kirklees.gov.uk

Kirklees Children and Young People Services

Non-statutory consultation:

The LA proposes to decommission specialist provision at Headlands CE (VC) JI&N School and deliver the service in a different way.

Please tell us your views on our proposals.



*The closing date for responses is
1st October 2018.*



Kirklees council wants to ensure that support is effective, flexible and meets the needs of our children and young people to enable them to succeed. Support needs to be targeted where it is most needed whilst giving us the opportunity to analyse future provision that will help deliver better outcomes.

In 2012 Kirklees Cabinet (the council's main decision making body) approved the reorganisation of specialist provision for disabled children and those with special educational needs across Kirklees. Since then specialist provision across Kirklees has been under continuous review to offer local children more choice at their local school.

The current pattern of specialist provision in Kirklees

Strand	Primary	Secondary
Hearing Impairment	Lowerhouses CE (VC) JI & EY School 10 Fixed places 4 Transitional places & Outreach	Newsome High School & Sports College 12 Fixed places 2 Transitional places & Outreach
Visual Impairment	Dalton School 10 Fixed places 4 Transitional places & Outreach	Moor End Academy 12 Fixed places 2 Transitional places & Outreach
Physical Impairment	Rawthorpe St. James (CE) VC I&N and Rawthorpe Junior School 5 Transitional places & Outreach	Newsome High School & Sports College 10 Fixed places 2 Transitional places & Outreach
Complex Communication and Interaction Needs	Windmill Church of England Primary School (Communication & Interaction) 12 transitional places & Outreach Headlands CE (VC) JI & N School (Autistic Spectrum Disorder) 6 Transitional places & Outreach Central Team Support for Outreach across Kirklees	Royds Hall Community School (SLCN) 20 Fixed places 4 Transitional places & Outreach Honley High School 15 Fixed places 5 Transitional places & Outreach Thornhill Community Academy 15 Fixed places, 5 Transitional places & Outreach



The type of places currently available

Each school provides placements as part of the school-based provision (fixed/transitional), as well as outreach support. The flexibility around the capacity for outreach work is governed by the numbers attending either fixed or transitional places. Where numbers are low, this releases capacity and maximises the outreach support available to all Kirklees schools.

- **Fixed places**

At primary phase, fixed places exist for children with complex sensory impairments where there is a requirement for long term, specialist interventions and support, which cannot be offered routinely across all mainstream settings.

- **Transitional places**

These are placements for up to a maximum of 6 terms and are for children and young people who require support over and above that provided through outreach. Any transitional placement is likely be preceded by a period of outreach involvement which has exhausted every avenue that would normally result in the child's needs being best met in their local school. Transitional placements are offered following a review of the Education Health and Care Plan.

Why are we making these proposals?

Over the last year, the Governing Body at Headlands CE (VC) JI&N School has expressed concerns about the amount of money available to maintain the provision at their school. An additional challenge for the school has been the difficulty with the recruitment of specialist teachers. The shortage in specialist staffing at the school has limited the ability to deliver outreach to other schools where there is an increased demand.

Currently this outreach is delivered by the centrally based outreach team. However given the increased demand this is not enough to meet future needs. As a key area of need identified through the Strategic High Needs Review, schools cited the need for additional outreach support to enable them to meet their responsibilities with an ever increasing number of children with Complex Communication and Interaction Needs (including ASD). Outreach is delivered by specialist provision staff and those in the centrally based team. The specialist teams work alongside staff in mainstream schools to develop their skills and knowledge, and also to support the school in developing appropriate strategies and provision for individual children. After a series of conversations between school leaders and the Local Authority LA, a decision was taken by the Governing Body to request a proposal to decommission the provision at their school.



The LA proposal is:

- to decommission 6 transitional places and outreach at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder
- to work with the families of the remaining children to ensure that their needs can continue to be met with minimum disruption.

The capacity released through a decommission would be used to enhance the central outreach offer.

The LA would undertake an analysis of the effectiveness of the enhanced central outreach team to see if it meets the needs of children with Complex Communication and Interaction Needs within their local schools, and determine any future provision that may be required.

The objectives of the proposal are to:

- continue to ensure specialist support is available where it is needed and is able to have the biggest impact for children, young people and their families
- continue to ensure that the overall pattern of specialist resource provision in Kirklees is flexible and can support and respond to the needs of individual pupils and parental preferences

- continue to provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community
- continue to support the LA's strategy for making schools and settings more accessible to disabled children and young people and the scheme for promoting equality of opportunity for people with SEND.

What happens next?

A 4 week non-statutory consultation is open between 4 September 2018 and 1 October 2018. You have until then to express your views online, in writing, or in person at the consultation event. Your opinions are important to us.

Once the consultation has finished, all feedback will be reported to Kirklees Council's Cabinet. They will then decide whether to move to the next stage. This would mean the publication of legal notices and another chance to view the proposals and comment on them before a final decision is made. The following table shows the next steps involved in the process. Dates are subject to change and would be dependent on Cabinet approval to move to each stage.

Activity	Date
Report to Cabinet to approve non-statutory consultation	10 July 2018
Consultation and engagement	September 2018
Outcome report to Cabinet and approval to next stage*	November 2018
Publication of notices and representation period*	November 2018
Decision by Cabinet (within 2 months)*	January 2019
Implementation starts*	February 2019

**Subject to scheduling of Cabinet meetings which means dates might change*



Consultation event

The following informal 'drop-in' event is open to everybody: families of pupils attending the schools, staff, governors and other members of the community and anyone who would like to hear more and discuss the proposals. Officers from the council will be present to answer questions and hear your views. Anyone is welcome to attend.

Kirklees Council wants to know what you think. Your views will be reported back to Kirklees Council Cabinet as part of the decision making process.

Date	Venue	Time
19 September 2018	Headlands CE (VC) JI&N School	2.45pm – 3.45pm

Response form

Online: You can take part in the consultation by completing the online form on our website:

www.kirklees.gov.uk/schoolorganisation

By post: FREEPOST Kirklees Council School Organisation & Planning (Postage is free; you do not need a stamp)

In person: At the consultation drop-in session or hand in at the school.

Email: Please note that you can contact us via email should you have any queries regarding these proposals. Please send your emails to school.organisation@kirklees.gov.uk

Please make sure you respond by **1 October 2018** to ensure that your views are heard.



Do you support or oppose the proposals relating to the specialist provision at Headlands CE (VC) JI&N School and delivering the service in a different way?

Please tick one of these boxes.

Strongly support	Support	Neither support nor oppose	Oppose	Strongly oppose	Don't know

Why have you decided that is your view? Please tell us about it along with anything else you would like us to consider relating to this proposal.

About you



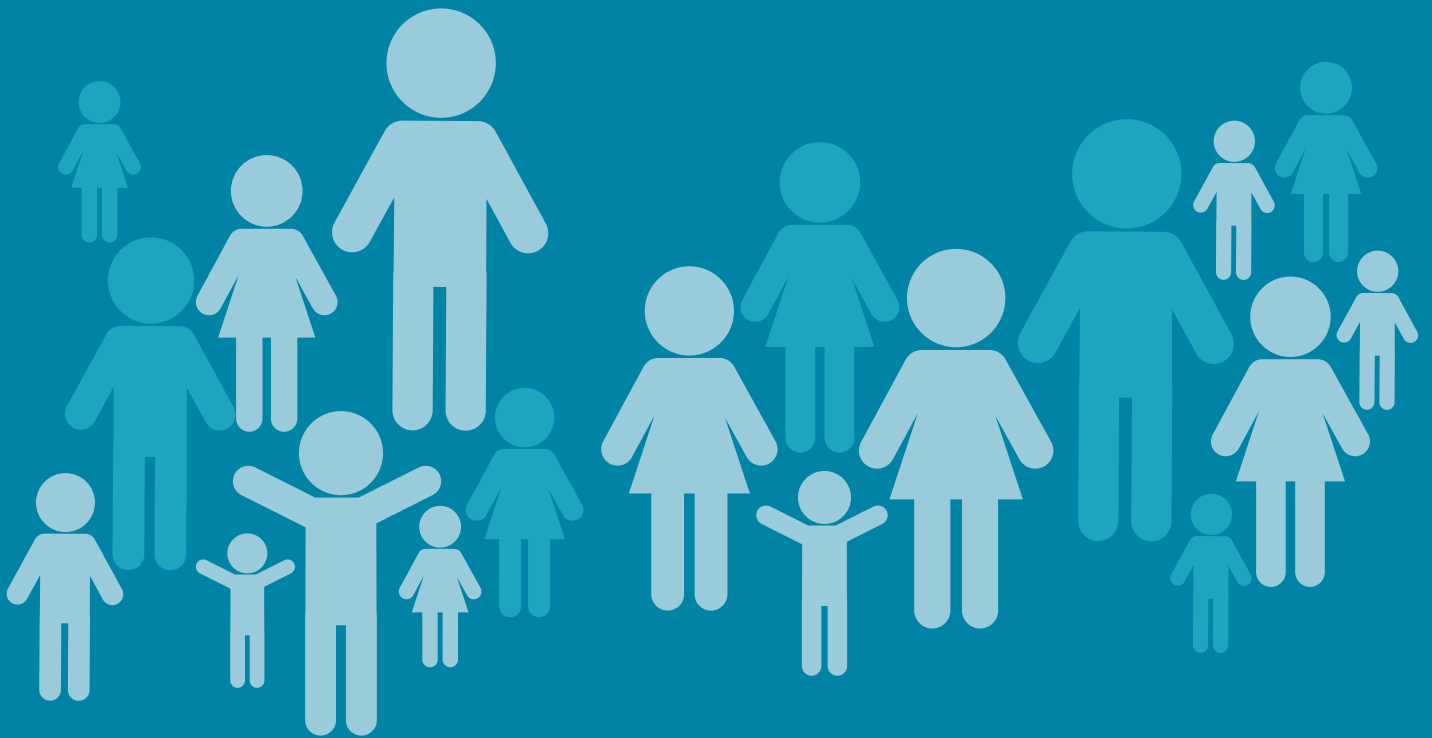
This section asks you for some information that will help us to analyse the results of the survey and to see who has taken part. You will not be identified by any of the information that you provide.

I am a: (please tick and complete all those that apply to you)

	Parent/carer	your child's/ children's school(s):
	Pupil	your school:
	Governor	your school:
	Member of staff	your school:
	Local resident	please tell us:
	Other	please tell us:

* This information will form part of the outcome report which will be presented to Cabinet for a decision to proceed to the next stage. Please note all responses will remain anonymous.

Kirklees Children and Young People Services



Proposal to make a Prescribed Alteration to the Specialist Provision for pupils with Special Education Needs.

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Kirklees Council intends to make a prescribed alteration to the provision for children with special educational needs at the following school:

Headlands CE (VC) J I and N School, Headlands Road, Liversedge, WF15 6PR - a Voluntary Controlled School.

Prescribed alteration to decommission 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder **from 1st February 2019**

It is intended the resources released through the decommission at Headlands CE (VC) JI&N School will be used to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school.

This notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Kirklees Council, School Organisation and Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY. Tel: 01484 221000. Copies of the full proposals are available on the Kirklees Council website at: www.kirklees.gov.uk/schoolorganisation

Within four weeks from the date of publication of this proposal (20 December 2018) any person may object to or make comments on the proposal by sending them to Director for Children's Services, c/o School Organisation & Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY, or via Council email at school.organisation@kirklees.gov.uk

Director for Children's Services, Kirklees Council

Publication Date: 23 November 2018

This page is intentionally left blank

Alterations other than alterations proposed in foundation proposals which may be published by a Governing Body or Local Authority as specified in regulations 4 and 5

Published in accordance with Schedule 2 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2016

1. Contact details

The name and contact address of the local authority or governing body publishing the proposals and the name, address and category of the school

Kirklees Council, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY intends to make a Prescribed Alteration to Headlands CE (VC) JI&N School, Headlands Road, Liversedge, WF15 6PR - A Voluntary Controlled School.

2. Description of alteration and evidence of demand

It is proposed:

- To decommission 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder and deliver the service in a different way
- To use the resources released through the decommission at Headlands CE (VC) JI&N School to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school.

3. Objectives - the objectives of the proposals (including how the proposals would increase Educational Standards and parental choice)

The objectives of these proposals are to

- Continue to ensure specialist support is available where it is needed and is able to have the biggest impact.
- Continue to ensure that the overall pattern of specialist resource provision in Kirklees is flexible and can support and respond to the needs of individual pupils and parental preferences.
- Continue to provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.
- Continue to support the LA's strategy for making schools and settings more accessible to disabled children and young people and the scheme for promoting equality of opportunity for people with SEND

4. The effect on other schools

The effect on other schools, academies and educational institutions in the area

This proposal does not affect other schools in the area.

5. Project costs

Project cost and indication of how these will be met, including how long term value for money will be achieved.

- Should these proposals be implemented there would be no financial Implications arising. There would be a change to the current pattern of specialist provision, but the overall financial effect is nil.
- The education budget that the Council receives from government, known as the Dedicated Schools Grant (DSG), can only be spent on education – so the proposals have no revenue impact for the Council. Specialist school places are funded from the “high needs block” of the DSG and the number of places has to be formally agreed with the Education Funding Agency (EFA) each year.

6. Implementation and any proposed stages for implementation

The date on which the proposals are planned to be implemented, and if they are to be implemented in stages. A description of what is planned for each stage, the number of stages intended and the dates of each stage.

The proposed implementation date is 1 February 2019.

The LA had a duty to ensure that the parents of any children affected by a potential decision to close the specialist provision were aware of the impact this might have upon them. This involved early engagement with those parents where alternative options were discussed should the closure go ahead. These options included the right to remain at the Headlands CE(VC) JI&N School should the closure be agreed, return to local mainstream provision or to take up a placement at an alternative provision for children with similar needs. Parents of children currently in the provision chose to move their children to another provision prior to the final decision being made, with a request for transition to take place early in the Autumn term 2018.

7. Change to special educational need provision - the SEN improvement test.

In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

- take account of parental preferences for particular styles of provision or education settings
- take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it.
- offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream schools), extended school and Children’s Centre provision; regional centres (of expertise), regional and sub-regional provision; out of LA day and residential special provision
- take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment, where children can be healthy and be safe
- support the LA’s strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people
- provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community

- (g) ensure appropriate provision for 14-19 year-olds; and
- (h) ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority, should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in standards, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that the SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

(a) A four week non-statutory consultation has been carried out on the proposals. There were very few responses received. The responses that were received questioned the process, staff and pupil movement ahead of a decision and increased pressure on outreach services. These concerns were addressed in the consultation outcome report at <https://democracy.kirklees.gov.uk/documents/s25625/Item%2013.%20Headlands%20Combined%20Report.pdf>, this report was considered by Kirklees Cabinet on 13 November 2018. It is intended that the resources released through the de-commission will be used to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school.

(b-c) Over the last several years, Kirklees Council has re-organised specialist provision to be more flexible to meet the changing individual needs of children, meeting the associated demand and taking account of parental preference to provide the best possible standards of care and education, and to provide it fairly to all Kirklees children with special educational needs. It is intended that this proposal would result in resources being released as a result of the decommission of 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder and used to enhance existing outreach support regardless of where that is delivered from. As such, this will provide a more timely response to the needs of children with SEND. Outreach support will continue to be available for both children with an Education, Health and Care Plan as well as those without. The LA will continue to work with its partner agencies. The High Needs Review recognised the importance of children's needs being met in their local school wherever possible.

(d) The proposal aims to ensure that the overall pattern of specialist provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences in a safe environment where young people can thrive and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum.

(e) This proposal relates to children with Communication and Interaction Needs including Autistic Spectrum Disorder. Schools across the Local Authority have improved accessibility with regard to staff expertise, which has contributed towards parents and carers making a preference for their local mainstream school. Where the needs of children with SEND can be met in their local school, this provides them with a more accessible place closer to home and provides equality of opportunity to access the mainstream curriculum. A full equality impact assessment has been done and can be viewed at:- <http://www.kirklees.gov.uk/beta/delivering-services/equality-impact-assessments.aspx>, select the Children directorate under 2018/19.

(f) All educational support services in Kirklees for children with SEND including specialist provision and outreach enable them to receive the required level of support, either in their school or in a school with a designated specialist provision. Specialist provision staff are given the skills they need to work with schools through recognised and accredited training.

Opportunities for career development pathways are established for all specialist staff in order to recruit and retain the high quality of specialist skills and expertise we need.

(g) This proposal does not affect provision for 14-19 year olds.

(h) No children are displaced as a result of these proposals given the decisions already made by parents.

8. Travel and accessibility

Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times, increase transport costs or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

The availability of additional outreach services supporting more children with SEND in their local school is likely to reduce travel costs as, where possible, staff will travel to the children rather than the children travelling further to specialist provision.

9. Objections and comments

Any person may send objections or comments in relation to any proposals to the local authority within four weeks from the date of publication. Objections and comments must be received by 20 December 2018. Copies of the proposals can be obtained from: Directorate for Children & Young People, c/o School Organisation & Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY

The address of the authority to which objections or comments should be sent:-

Within four weeks from the date of publication of this proposal, 23 November 2018, any person may object to or make comments on the proposal by sending them to Director for Children & Young People, c/o School Organisation & Planning Team, Kirkgate Buildings, Byram Street, Huddersfield, HD1 1BY or via Council email at:- school.organisation@kirklees.gov.uk

APPENDIX A

Kirklees School Organisation Advisory Group Constitution & Purpose

The Education and Inspections Act 2006 confirms Local Authority responsibility for school organisation decision-making.

To assist the Local Authority in reaching decisions on school organisation statutory notices, a School Organisation Advisory Group will be established to consider and advise Cabinet, as the decision-making body, on statutory proposals related to school organisation.

The Advisory group will not have decision-making powers.

Constitution of the School Organisation Advisory Group.

Membership of the Advisory Group will be as follows:

1. Member representation in line with the current political ratio of the Council (6)
2. Schools representative (1)
3. Governing Body representative (1)
4. Diocesan representatives. (Catholic and Anglican) (2)
5. Learning Skills Council (1)
6. Minority Community representative (1)

The Chair of the School Organisation Advisory Group will be the lead member for Children and Young People Service.

The group may decide to invite other individuals to attend the group to receive information related to the school organisation proposal as appropriate.

As an Advisory group, the Council's quorum guidelines do not apply.

Purpose of the School Organisation Advisory Group.

The proposed draft terms of reference for the School Organisation Advisory Group are detailed below.

At the end of the 4 week statutory notice period where the notice outlines a school organisation proposal, the School Organisation Advisory Group will meet as soon as possible to:

- Check and confirm that all required information is available regarding the school organisation proposal;
- Check and confirm that the published notice complies with statutory requirements;
- Check and confirm that the statutory consultation has been carried out prior to the publication of the Notice;
- Consider the prescribed information related to the proposal to change the pattern of school provision;
- Consider the proposal for change with regard to the DCSF statutory guidance on implementing change to the pattern of school organisation; (Statutory Guidance-Factors to be considered by Decision-Makers);
- Consider any objections received during the statutory notice period and the Local Authority response to these objections;
- Receive a presentation on the proposal for change from the Proposer;
- Having considered the statutory proposal with regard to the above, prepare a list of reasons for the decision they would recommend to Cabinet in respect of the school organisation proposal. This should be prepared using the factors to be considered in the statutory guidance as the framework for their collective view

This page is intentionally left blank

Notes of School Organisation Advisory Group – 17th December 2018

1. Introductions and membership apologies

Present: Councillor Masood Ahmed (chair)
Councillor Lisa Holmes
Councillor Donna Bellamy
Jane Acklam OBE (Chief Executive Officer of South Pennine Academies)

Officers in support:

Martin Wilby (Senior Strategic Manager – Education Places and Access)
Mandy Cameron (Head of Education Inclusion & Safeguarding)
Donna Jowett (School Place Planning Officer-Learning and Early Support)
Shahzia Ashraf (School Place Planning Officer-Learning and Early Support)

Apologies: Councillor Kath Pinnock
Councillor Viv Kendrick
Councillor Marielle O'Neill
Diocese of Leeds - Church of England
Diocese of Leeds

2. Overview of the meeting - Purpose of SOAG:

- Review of the statutory process to decommission 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder and deliver the service in a different way.
- Review the process to use the resources released through the decommission at Headlands CE (VC) JI&N School to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school.

3. Review of the statutory process using Check List 1:

- Proposal to decommission 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder and deliver the service in a different way
- To use the resources released through the decommission at Headlands CE (VC) JI&N School to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school.

Comments under 2.5 (a & b) the implementation date that was published on the statutory notices has changed from 1st February 2019 to 1st March 2019. However decisions can be made within 2 months after representation which will end on 20/12/18 and decision-making cabinet is scheduled for 19/02/19 therefore within the permitted 2 month time frame.

4. SOAG conclusions and recommendations to decision makers:

- An appropriate non statutory consultation has been carried out.
- The published statutory notice complies with statutory requirements.
- The proposal is not related to any other proposal for any other school and is not related to any proposals published by the EFA.
- The proposal is valid and can be decided by Kirklees Council Cabinet.
- The statutory four week period has been allowed for representation.
- The decisions will be brought to the cabinet on 19th February 2019, which is within two months after the end of the statutory four week representation period which will end on the 20th December 2018.

SOAG Advice: Kirklees Council Cabinet can decide the proposals under its current decision making powers.

5. Review of factors from DfE guidance to be considered in making the decisions.

These factors are derived from the guidance issued by the Department for Education. School Organisation Maintained Schools. Annex B: Guidance for Decision Makers April 2016. Factors can vary depending upon the nature and type of proposals. The full list of factors is presented in Appendix 7, accompanied by responses to the relevant factors for these proposals. The relevant factors for these proposals are:

- Consideration of consultation and representation period
 - Education standards and diversity of provision.
 - Demand
 - School size
 - Proposed admission arrangements (including post 16 provision)
 - National curriculum
 - Equal opportunities issues
 - Community cohesion
 - Travel and accessibility
 - Capital
 - School Premises and Playing Fields
 - Changes to Special Educational Needs Provision the SEN improvement test
- The rationale for the proposals was examined against each of the above factors and associated guidance.
 - The factors, guidance and rationale for the proposals are set out in Appendix 7.

SOAG comments

- This proposal enables the legal closure of the specialist provision at Headlands CE (VC) JI&N School, there were no children remaining in the provision at the school in September 2018.
- Travel and accessibility - No children are displaced as a result of this proposal. It is intended to have a positive impact as, the transfer of resources to outreach, would make this provision more accessible, to primary aged children in their local school therefore reducing travel.

Guidance note: Type of decision

The decision maker can make one of four types of decision for the statutory proposal:

- Reject the proposal
- Approve the proposal
- Approve the proposal with a modification (e.g. the implementation date)
- Approve the proposal subject to meeting one or more specific conditions

6. Final conclusions and recommendations.

SOAG conclusions for decision makers: SOAG agreed that:

- The statutory process had enabled a full and detailed presentation of the proposals to interested parties.
- The rationale for the proposal had been clearly articulated against the factors in the decision maker's guidance (see Appendix 7).
- Issues raised in consultation had been presented for full consideration against the factors in decision maker's guidance.

1 Statutory process check sheet: Headlands CE (VC) JI&N School

School	Statutory Proposals
Headlands CE (VC) JI&N School	<ul style="list-style-type: none"> To decommission 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder and deliver the service in a different way To use the resources released through the decommission at Headlands CE (VC) JI&N School to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school.

1. CONSULTATION		Y,N,N/A	NOTES/EVIDENCE
1.1 Has a formal consultation taken place?		Y	Non statutory Consultation outcome report: 13/11/18
1.2 Consultation process	a. Has adequate time been allowed for the consultation process?	Y	Non Statutory Consultation outcome report: 13/11/18 (Consultation period 4/9/18 to 1/10/18, 4 weeks term time non-statutory consultation has been completed)
	b. Does the consultation document provide sufficient information to those who are being consulted?	Y	Non statutory Consultation outcome report: 13/11/18 Appendix B (consultation document)
	c. Does the consultation material make it clear how interested parties can make their views known?	Y	Non statutory Consultation outcome report: 13/11/18 Appendix B (consultation document)
	d. Does the report that summarises the outcome of the consultation demonstrate how the views expressed during the consultation have been taken into account in reaching any subsequent decision as to the publication of proposals?	Y	Non statutory Consultation outcome report: 13/11/18
1.3 Evidence that interested parties have been consulted. To Include	a. the governing body of any school which is the subject of proposals (if the LA are publishing proposals);	Y	Non statutory Consultation outcome report: 13/11/18 Appendix A – distribution list
	b. the LA that maintains the schools (if the governing body is publishing the proposals);	N/A	
	c. families of pupils, teachers and other staff at the schools	Y	Parents, Governors and staff at the school.
	d. any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;	Y	Ward members for Liversedge and Gomersal
	e. the governing bodies, teachers and other staff of any other schools that may be affected;	Y	MPs.
	f. families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;	Y	Special Schools

	g. any trade unions who represent staff at the schools; and representatives of any trade union of any other staff at schools who may be affected by the proposals;	Y	Schools with specialist provisions. Trade union reps
	h. (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;	N/A	PCAN (Parents of Children with Additional Needs Making a Difference in Kirklees)
	i. the trustees of the schools (if any)	N/A	
	j. (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC)/EFA/DfE	N/A	Diocese of Leeds Church of England
	k. MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;	Y	
	l. any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and	Y	
	m. such other persons as appear to the proposers to be appropriate.	Y	
1.4 Pupils	Have pupils been formally consulted?	N	

2. PUBLICATION		Y,N,N/A	NOTES/EVIDENCE
2.1	a. Have formal proposals been published by the appropriate body (ie LA/GB etc)?	Y	The LA are able to publish proposals for specialist resource provisions in maintained schools. Proposals published 23/11/18
	b. Have proposals been published within 12 months of the consultation end	Y	Consultation period ended 1/10/18 and proposals published 23/11/18
2.2	a. Do the complete proposals contain all the specified information?	Y	See complete proposal
2.3 Statutory notice	a. Have statutory notices been prepared?	Y	See statutory notice
	b. Have the statutory notices been published in a local newspaper?	Y	Copy was published in Huddersfield Examiner and The Press on 23/11/18
	c. Have the statutory notices been posted at the main entrance of the schools (or all entrances if there are more than one)?	Y	Posted at the main entrance of Headlands CE (VC) JI&N School on 23/11/18
	d. Has the statutory notice and full proposal been given to all children affected at the school.	N/A	Under current regulations for prescribed alterations for

			SEN provision in mainstream schools this is not required.
	e. Have the statutory notices been posted in other conspicuous areas in the area served by the school (eg local library, community centre, post office etc.)?	N	
2.4 Related proposals	a. Are these proposals interdependent on any other proposals?	N	
	b. If so, are the related proposals included on the same Statutory Notice?	N/A	
	c. If so, is this clearly identified in the Statutory Notice?	N/A	
	d. If so, is it clear who is proposing what on the Statutory Notice?	N/A	
2.5 Implementation date	a. Are the implementation dates for the proposals specified on the Statutory Notices?	Y	See Statutory notice
	b. Is the time scale for implementation reasonable (proposals should be implemented within 3 years of their publication with the possible exception of Authority wide re-organisations)?	Y	Proposals published 23/11/18 for implementation from 01/03/19
2.6 Explanatory note	a. Is the full effect of the proposals clear to the general public?	Y	See Statutory notice
	b. If not, has an explanatory note been included alongside the Statutory Notice?	N/A	
2.7	Has the council's legal team advised on the validity of the Statutory Notices? * If a published notice has not been properly formulated in accordance with regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or the schools adjudicator. Should this be the case a revised notice must be published clearly stating that it is a replacement notice.*	Y	LA legal team have reviewed the statutory notices prior to publication.
2.8 Have the proposers distributed the complete proposal and notice to all relevant parties?	Within a week of publication		
	a. to the Governing Bodies (LA proposal)	Y	To governing bodies
	b. any person who requests a copy.	Y	Any persons requesting a copy would receive one. No requests have been received.

3. REPRESENTATION		Y,N, N/A	NOTES/EVIDENCE
3.1	Has a period been allowed for statutory representation?	Y	
3.2	Has the representation period been of appropriate length – 4 weeks	Y	In accordance with school organisation regulations a 4 week representation period has been held between 23/11/18 till 20/12/18
3.3	Have any representations been received during this period?	N	To date

4. DECISION – Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).		Y,N, N/A	NOTES/EVIDENCE
4.1	Are these decisions to be made by the LA or the schools adjudicator?	LA	
4.2	Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).	Y	Representation period ended 20/12/18 and decision-making cabinet is scheduled for 19/02/19 Recommendation made by SOAG 17/12/18 and reported to cabinet for approval within a 2 month time frame.
4.3	Is there any information missing	N	
4.4	Do the published notices comply with statutory requirements? <i>Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.</i>	Y	
4.5	Has the statutory consultation been carried out (ie have all the criteria in the 'consultation' section been met? <i>If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals.</i>	Y	In accordance with School Organisation Regulations for prescribed alterations to specialist resource provisions in mainstream schools a four week non statutory consultation has been completed.
4.6	Are the proposals 'related' to other proposals (if so, the related proposals must be considered at the same time)? <i>Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals.</i>	N	
4.7	If there are related proposals are they compatible with each other?	N	
4.8	Are the proposals related to proposals published by the EFA (if so, the Decision Maker should defer taking a decision until the Secretary of State has taken a decision on the EFA proposals)?	N	

Factors to be considered in decision making

The factors which are being considered are derived from guidance issued by the Department for Education. School Organisation Maintained Schools. Annex B: Guidance for Decision Makers January 2014, as these proposals have been published after this date.

Paragraph numbers highlighted in **dark grey** relate to factors that are relevant to all types of proposals and these are factors **10-29**. The relevant headings are highlighted in yellow for ease of identification.

Paragraph numbers **highlighted in light grey** relate to additional factors relevant to proposals which impact Post 16 provision (factors **33-37**) and changes to SEN (factors **39-40**). The relevant headings are highlighted in yellow for ease of identification.

Factors that are not highlighted are considered not to be relevant to these proposals. These have been identified as; “Not applicable to these proposals” and are highlighted in red, however for clarity these are fully listed.

CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD 10
<p>(10) The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received.</p> <p>If the proposer has failed to meet the statutory requirements; a proposal may be deemed invalid and therefore should be rejected.</p> <p>The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.</p>
REPRESENTATIONS
OFFICER COMMENT
<p>RATIONALE FOR THE PROPOSALS.</p> <p>(10) School organisation decisions for Local Authority maintained schools must follow a process set out by law. Kirklees Local Authority has had due regard to legislation and followed the statutory process in respect of these proposals. New School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2016 came into force on 28 January 2014. The new regulations removed the statutory requirement to carry out a ‘pre-publication’ consultation for significant changes to schools. However, the LA did carry out a four week term time non-statutory consultation from 4/9/18 till 1/10/18 to ensure the maximum opportunity was available to all key stakeholders to understand and comment upon the proposals, prior to publication. On 13/11/18 Kirklees Council’s Cabinet (decision making authority) received the consultation outcomes report of the non-statutory consultation and it was agreed to proceed with the next stage of the statutory process and the publication of the related statutory notice and proposals.</p> <p>The publication of the statutory notice, proposals and representation period commenced on 23/11/18 until 20/12/18 thereby lasting for a period of four weeks and meeting the requirements of School Organisation Regulations.</p>

EDUCATION STANDARDS AND DIVERSITY OF PROVISION 11/12
<p>(11) Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents; raise local standards and narrow attainment gaps.</p> <p>(12) The decision-maker should also take into account the extent to which the proposal is consistent with the government’s policy on academies as set out on the department’s website.</p>
REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(11) The proposals would ensure that the overall pattern of specialist provision in Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is delivered in a safe environment, where young people can thrive in buildings and provision tailored to meet their special educational need or disability. The proposals take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum within a learning environment where children can be healthy and stay safe. The proposals will also provide access to appropriately trained staff and to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning, while participating at their local mainstream school and in their community. The proposals support the LA's strategy for making schools and settings more accessible to disabled children and young people, and their scheme for promoting equality of opportunity for disabled people.

(12) The proposal is to reorganise specialist provision therefore this is not affected by the government's policy on academies.

DEMAND 13/14/15

(13) In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).

(14) The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

(15) Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(13/14/15) The proposal is to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school. The specialist teams work alongside staff in mainstream schools to develop their skills and knowledge, to support the school in developing appropriate strategies and provision for individual children.

SCHOOL SIZE16

(16) Decision makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.

RATIONALE FOR THE PROPOSALS

(16) The proposal does not impact on the size of any existing mainstream school where outreach will be delivered.

PROPOSED ADMISSION ARRANGEMENTS (including post 16 provision) 17/18

(17) In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.

(18) Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(17/18) This proposal is to re-organise specialist provision therefore, does not affect Admission Arrangements.

NATIONAL CURRICULUM 19

(19) All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community. In addition, Kirklees gives a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is delivered in a safe environment, where young people can thrive in buildings and provision tailored to meet their special educational need or disability. Full account is taken of educational considerations, in particular the need to ensure a broad and balanced curriculum within a learning environment where children can be healthy and stay safe.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(19) This proposal will not affect the national curriculum. The proposal aims to ensure that the overall pattern of specialist provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and parental preferences in a safe environment where young people can thrive in their local school.

EQUAL OPPORTUNITY ISSUES 20/21

(20) The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:

- eliminate discrimination;
- advance equality of opportunity;
- and foster good relations.

(21) The decision-maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such

opportunities are open to all.
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS (20/21) It is considered that there are no adverse impacts arising from the proposals under this duty.

COMMUNITY COHESION 22
(22) Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.
REPRESENTATIONS: None
OFFICER COMMENT: None
RATIONALE FOR THE PROPOSALS (22) It is considered that there is no adverse impact upon community cohesion as a result of these proposals.

TRAVEL AND ACCESSIBILITY 23/24/25
(23) Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.
(24) The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.
(25) A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.
REPRESENTATIONS: None
OFFICER COMMENT: None
RATIONALE FOR THE PROPOSALS (23/24/25) No children are displaced as a result of this proposal. It is intended to have a positive impact as, the transfer of resources to outreach, would make this provision more accessible, to primary aged children in their local school therefore reducing travel.

CAPITAL 26/27
(26) The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.
(27) Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will trigger the release of capital funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposal should

be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(26/27) There are no capital implications arising as a result of these proposals. The proposals are not therefore reliant on any capital funding being made available from the Education Funding Agency.

SCHOOL PREMISES AND PLAYING FIELDS 28/29

(28) Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.

(29) Setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(28/29) There are no implications for school premises or playing fields as a result of these proposals.

FACTORS RELEVANT TO CERTAIN TYPES OF PROPOSALS

EXPANSION 30. Not applicable to these proposals

EXPANSION OF EXISTING GRAMMAR SCHOOLS 31 Not applicable to these proposals

CHANGES TO BOARDING PROVISION 32 Not applicable to these proposals

ADDITION OF POST 16 PROVISION 33/34/35/36/37 Not applicable to these proposals

CHANGES OF CATEGORY TO VOLUNTARY AIDED 38 Not applicable to these proposals

CHANGES TO SPECIAL EDUCATIONAL NEEDS PROVISION THE SEN IMPROVEMENT TEST 39/40

(39) In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

- take account of parental preferences for particular styles of provision or education settings;
- take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;

- offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;
- support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- ensure appropriate provision for 14-19 year-olds; and
- ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

(40). When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

REPRESENTATIONS None

OFFICER COMMENT None

RATIONALE FOR THE PROPOSALS

(39/40) A four week non-statutory consultation has been carried out on the proposals. There were very few responses received. The responses that were received questioned the process, staff and pupil movement ahead of a decision and increased pressure on outreach services. These concerns were addressed in the consultation outcome report at <https://democracy.kirklees.gov.uk/documents/s25625/Item%2013.%20Headlands%20Combined%20Report.pdf>, this report was considered by Kirklees Cabinet on 13 November 2018. It is intended that the resources released through the de-commission will be used to enhance the central outreach offer for children with Complex Communication and Interaction Needs including Autistic Spectrum Disorder, to enable primary age children to access specialist support in their local school.

Over the last several years, Kirklees Council has re-organised specialist provision to be more flexible to meet the changing individual needs of children, meeting the associated demand and taking account of parental preference to provide the best possible standards of care and education, and to provide it fairly to all Kirklees children with special educational needs. It is intended that this proposal would result in resources being released as a result of the decommission of 6 transitional places at Headlands CE (VC) JI&N School for children with Autistic Spectrum Disorder and used to enhance existing outreach support regardless of where that is delivered from. As such, this will provide a more timely response to the needs of children with SEND. Outreach support will continue to be available for both children with an Education, Health and Care Plan as well as those without. The LA will continue to work with its partner agencies. The High Needs Review recognised the importance of children's needs being met in their local school wherever possible.

The proposal aims to ensure that the overall pattern of specialist provision in Kirklees maintains flexibility and has a broad range of provision and support that can respond to the needs of individual pupils and

parental preferences in a safe environment where young people can thrive and which takes full account of educational considerations, in particular the need to ensure a broad and balanced curriculum.

This proposal relates to children with Communication and Interaction Needs including Autistic Spectrum Disorder. Schools across the Local Authority have improved accessibility with regard to staff expertise, which has contributed towards parents and carers making a preference for their local mainstream school. Where the needs of children with SEND can be met in their local school, this provides them with a more accessible place closer to home and provides equality of opportunity to access the mainstream curriculum. A full equality impact assessment has been done and can be viewed at :- <http://www.kirklees.gov.uk/beta/delivering-services/equality-impact-assessments.aspx> select the Children directorate under 2018/19.

All educational support services in Kirklees for children with SEND including specialist provision and outreach enable them to receive the required level of support, either in their local mainstream school or in a school with a designated specialist provision. Specialist provision staff are given the skills they need to work with schools through recognised and accredited training. Opportunities for career development pathways are established for all specialist staff in order to recruit and retain the high quality of specialist skills and expertise we need.

This proposal does not affect provision for 14-19 year olds.

No children are displaced as a result of these proposals.

ADDITIONAL FACTORS RELEVANT TO PROPOSALS FOR NEW MAINTAINED SCHOOLS

SUITABILITY41 Not applicable to these proposals

COMPETITION (under section 7 EIA 2006) 42/43/44/45 Not applicable to these proposals

CAPITAL IN COMPETITIONS (46) Not applicable to these proposals

NEW VOLUNTARY-AIDED SCHOOLS (under section 11 of EIA 2006) 47/48/49/50/51 Not applicable to these proposals

INDEPENDENT FAITH SCHOOLS JOINING THE MAINTAINED SECTOR 52 Not applicable to these proposals

REPLACEMENT GRAMMAR SCHOOLS 53 Not applicable to these proposals

ADDITIONAL FACTORS RELEVANT TO CLOSURE PROPOSALS

CLOSURE PROPOSALS (under s15 EIA 2006) 54 Not applicable to these proposals

SCHOOLS TO BE REPLACED BY PROVISION IN A MORE SUCCESSFUL/POPULAR SCHOOL 55 Not applicable to these proposals

SCHOOLS CAUSING CONCERN 56 Not applicable to these proposals

RURAL SCHOOLS 57/58/59 Not applicable to these proposals

EARLY YEARS PROVISION 60/61 Not applicable to these proposals

NURSERY SCHOOL CLOSURES 62 Not applicable to these proposals

BALANCE OF DENOMINATIONAL PROVISION 63/64 Not applicable to these proposals

COMMUNITY SERVICES 65 Not applicable to these proposals

ADDITIONAL FACTORS RELEVANT TO PROPOSALS TO CHANGE CATEGORY TO FOUNDATION, ACQUIRE/REMOVE A TRUST AND ACQUIRE/REMOVE A FOUNDATION MAJORITY GOVERNING BODY

STANDARDS 66/67/68 Not applicable to these proposals

COMMUNITY COHESION 69 Not applicable to these proposals

GENERAL POINTS ON ACQUIRING A TRUST 70 Not applicable to these proposals

OTHER POINTS ON TRUST PROPOSALS 71 Not applicable to these proposals

GENERAL POINT ON REMOVING A TRUST 72 Not applicable to these proposals

SUITABILITY OF PARTNERS 73/74 Not applicable to these proposals

LAND AND ASSETS, WHEN REMOVING A TRUST/FOUNDATION MAJORITY 75/76 Not applicable to these proposals

FINANCE - WHEN REMOVING A TRUST/FOUNDATION MAJORITY 77 Not applicable to these proposals

OTHER SERVICES PROVIDED BY THE TRUST WHEN REMOVING A TRUST/FOUNDATION MAJORITY 78 Not applicable to these proposals

Name of meeting: Cabinet

Date: 19th February 2019

Title of report: Kirklees Annual Educational Quality and Standards Report 2017-18

Purpose of report

To report formally the Key Stage educational achievement outcomes for Kirklees Schools in the 2017/18 academic year.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes, as this is about the whole district.
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	Yes 8th October 2018
The Decision - Is it eligible for call in by Scrutiny?	N/A
Date signed off by <u>Strategic Director</u> & name	Mel Meggs - Director for Children's Services 08/02/19
Is it also signed off by the Service Director for Finance?	Eamonn Croston (James Anderson) – 08/02/19
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	Julie Muscroft (John Chapman)– 08/02/19
Cabinet member portfolio	Cllr Masood Ahmed Cllr Viv Kendrick

Electoral wards affected: ALL

Ward councillors consulted: N/A

Public or private: PUBLIC

Have you considered GDPR? Yes – the Data contained in the report is derived from publicly available data produced by the Department for Education with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and Statistical First Releases.

1. **Summary**

The Kirklees Annual Educational Quality and Standards Report draws upon nationally validated data to provide a detailed scrutiny of performance across the borough. The detailed report appended provides detailed analysis across the Early Years Foundation Stages and Key Stages 1 to 4. The Annual Quality and Standards Report for Kirklees schools is a key report which highlights the educational outcomes for pupils in the district.

We are highly ambitious for our children and young people and believe that they have the potential to be amongst the best in the country. Our analysis shows that over the last decade, trends in performance across all key stages in comparison to national performance has not been at the levels we aspire to. Performance is stronger at Key Stage 4 and better at Key Stage 5.

The report is underpinned by results in attainment and identifies the ongoing improvement in the standard of education offered in Kirklees schools and early years settings. It also notes areas of improvement that require further action that as a district we need to prioritise. We have begun to work with our schools, early learning settings and post 16 partners to develop a shared understanding about our performance in order to plan a 5 year Learning Strategy in order that we can collectively focus on the priorities to improve.

2. **Educational Outcomes for the Academic Year 2017/18**

The appended report identifies in detail where the challenges reside, the priorities arising from these and the opportunities for improvements across the learning system. An executive summary of the content in the Annual Educational Quality and Standards Report is set out below. The report highlights, for each key stage, which quartile Kirklees performance features when looking at all 152 Local Authorities. Quartiles are values that divide the performance data into quarters, where quartile A is the highest 25%, and quartile D is the lowest 25% in the country.

Executive Summary

2.1 **Early Years Foundation Stage**

In the Early Years Foundation Stage (EYFS), the proportion of 0 – 5 year olds achieving a good level of development in their reception year, has increased each year. However, there is still 2.1 percentage points between outcomes in Kirklees (69.4%) and national (71.5%). The gap between Free School Meal (FSM) pupils in Kirklees and non-FSM pupils nationally is 19 percentage points.

Kirklees is currently in quartile D for the Early Years Foundation Stage (Good Level of Development). For the second consecutive year Kirklees has seen the gap between boys and girls narrow, but we need to take into consideration that girl's outcomes were not as positive as in previous years; the gap between Kirklees girls and girls nationally is currently 2.2%. Kirklees boys have slowly been closing the gap with boys nationally, the gap is the smallest it has been since 2015. It is now 2.1% behind national.

Focus Areas

- Reducing the gender gap to be at least in line with the national gender gap.

- Continue to increase outcomes in Communication, Language and Literacy Development (CLLD) which in turn will support Literacy outcomes.
- Supporting improvements in the teaching of Mathematics.
- Diminishing the difference in outcomes between boys and girls for the Good Level of Development (GLD) score.
- Reduce the attainment gaps for 'at least expected standard' in all areas to be at least in line with the national gap.

2.2 Key Stage 1

At Key Stage 1 (7 years old) expected standard, there has been an improvement in Maths and Science which is faster than national rate of improvement in these areas. Therefore the gap with national has been reduced in these subjects.

Reading attainment remained at 72%, which is below statistical neighbours and the national average (75%). However, as the national percentage decreased by 1%, the gap between the LA and national has reduced. The LA is ranked 124.

In writing, 67% of pupils reached the expected standard in 2018 compared with 70% nationally. Changes made within the 2017/18 writing frameworks mean judgements in 2018 are not directly comparable to those made using the previous interim frameworks. Kirklees has moved up the LA ranking (rank 116) as a result of a greater proportion of pupils achieving the standard. Attainment remained lowest in writing Teacher Assessment, at 67%, and highest in science Teacher Assessment, at 81%.

More girls reached the expected standard than boys in all KS1 subjects. The subject with the largest difference in attainment by gender continued to be writing, with a gap of 16 percentage points between girls (76%) and boys (60%). The gender attainment gap was 9 percentage points in reading, with 77% of girls and 68% of boys reaching the standard. The gap was narrowest for maths at 4 percentage points, where 76% of girls reached the standard compared to 72% of boys. The gap has increased in writing and maths by 2%. The reading gap remains the same in 2018 compared to 2017.

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to assess whether they have met the expected standard in phonic decoding. 80% of pupils met the expected standard in the phonics screening check at the end of year 1, an increase of 21 percentage points since the introduction of the check in 2012. The gap between Kirklees learners and all learners nationally is 2%. A greater proportion of girls continue to meet the phonics standard, with 84% of girls and 76% of boys meeting the standard in 2018. Kirklees Boys attainment is significantly lower than boy's attainment nationally. Kirklees is currently in quartile D for phonics, reading, writing and maths for Key Stage 1.

Focus Areas

- To improve the pass rate in phonics;
- To diminish the attainment gap between Kirklees children compared to children nationally in reading, writing and maths (at the expected and higher standard) internal data suggests this is particular the case for;
 - disadvantaged and SEND (especially SEN support) children; and
 - Asian and mixed ethnicity children (particularly boys)

2.3 Key Stage 2

In 2018, at the end of Key Stage 2 (11 year old), 5,311 children in Kirklees schools were assessed in reading; grammar, punctuation and spelling (GPS); writing; and mathematics. 62% of children in Kirklees reached the expected standard in combined reading, writing and mathematics around 2% below that seen nationally placing the LA 110 out of 152 in the national rank, quartile D.

Whilst still in quartile D a huge improvement has been seen in reading, writing and the combined Reading, Writing and Maths (RWM) measures. Writing is now the lowest ranked subject area at the expected level. The greatest gender gap was seen in writing, where approximately 13% more girls attained the expected standard compared to boys. The smallest difference was within maths, where attainment of boys and girls was the same. Whilst the gaps between Kirklees girls and girls nationally has reduced in reading and RWM it has grown by 1 percent in writing and maths. Kirklees boys have reduced the gap further in reading to 3 percent below national, but have been unable to reduce the gap in writing, maths and the combined measure which have increased by 1% on 2017.

8% of children in Kirklees reached the higher standard in combined reading, writing and mathematics around 2% below that seen nationally placing the LA 109 out of 152 in the national rank; an increase of 18 places. At the higher level, year on year improvements have been seen in all measures except maths. The gap with national has reduced slightly in all measures except maths. As a result Kirklees has moved up the national rankings in reading (2 positions), GPS (8 positions) but has moved down 4 position in maths and 2 positions in writing. Writing continues to be the lowest ranked subject area for pupils achieving the higher level. A larger proportion of girls attained the higher standard in Reading and writing, but a larger proportion of boys still meet the higher standards in maths. Girls reading and writing is improving at a faster rate than national therefore reducing the gap, however Kirklees girls are losing pace in maths at the higher standard with their national comparisons. Boys have significantly reduced the gap with national at the higher standard in writing over the past 2 years, gaps with boys nationally in reading and maths have been variable over three years with no clear pattern emerging.

Focus Areas

- To improve outcomes in mathematics particularly lower ability and disadvantaged pupils
- Continue to improve outcomes in reading and further diminish the gap between the LA's outcomes and national at the expected level.
- To improve outcomes in writing for high attaining pupils
- Continuing to improve the attainment and progress of all pupils in reading, writing and maths. With particular reference to the lowest and highest attainment bands and for disadvantage and children with special educational needs and / or disabilities (SEND) across all measures.

2.4 Key Stage 4

At Key Stage 4 (16 years old), Attainment 8 and Progress 8 became the key performance indicators for this Key Stage. The average Attainment 8 score for Kirklees was 45.4 which is higher than the national average (44.5). Kirklees girls attain 6.9 points higher than Kirklees boy.

The average Progress 8 score for Kirklees was -0.04 which means less progress was made than the national average. A wider than national (0.48) gender gap exist in the progress measure. Girls progress was 0.27 in 2018, with boys progress 0.63 points below that (-0.36). The progress score was lowest in the open pillar (-0.11) compared to -0.04 nationally.

The proportion of pupils achieving grade five or more in English and mathematics increased by 1.1 percentage points to 42.5% above national (40.2%). A higher proportion of Kirklees girls (47.7%) attain this combined measure compared to Kirklees boys (37.5%). Kirklees is currently in quartile C for Key Stage 4.

The percentage of children entered for all components of the English Baccalaureate (Ebacc) measure (41.5%) has increased by 7.4 percentage points and is now higher than national. The EBacc average point score (APS) is a new headline measure introduced in 2018. The EBacc APS for all schools was 3.85. The maximum possible EBacc APS is 10.75, which is possible by achieving an A* in an AS level qualification in each EBacc pillar. Kirklees EBacc APS score was 3.96. The languages pillar (2.12) was the weakest of the EBacc areas and the only pillar below national (2.28). English was the strongest pillar (4.87) compared to 4.60 nationally.

Areas of focus

- Continue to raise the percentage of pupils entered on EBacc routes, particularly languages (only 48% entered in 2018).
- To raise the percentage of pupils attaining a grade 5+ in the open pillar, thereby improving progress in this pillar.
- To continue to increase the rate of attainment in all subject areas for disadvantaged and SEND pupils.
- To continue to diminish the difference between Kirklees pupils and pupils nationally at grade 5+ in English and Maths.

3. Implications for the Council

3.1 Working with People

Working together with our families, we encourage every child to be ambitious, hold high aspirations and to strive to reach their potential as well as helping them to be kind, brave, compassionate, tolerant and reflective.

3.2 Working with Partners

It is imperative that the council and wider partners work together to ensure they are able to provide world class educational opportunities that support children, young people and their families to realise their potential and succeed in adult life.

3.3 Place Based Working

Our schools, and settings work collaboratively as part of our learning family and understand the children and their families whom they serve well. The diversity and scale of the district requires a commitment to place based working and to meeting the differing needs of local communities. Our Schools and learning settings play a vital role in delivering this place based approach and supporting children and their

families and the wider community. Strong partnerships are well established and together we have a shared commitment to meet the aspirations of all children, young people and families within our communities.

3.4 Improving outcomes for children

All our educational settings are part of the Kirklees learning family. Collectively, these settings serve a large, diverse and growing population with around 5,000 children and young people in every year group. No two children are the same, but some things remain constant for each and every one of them, namely, their right to:

- be safe and receive respect, love and kindness;
- be treated as an individual;
- have their voice heard and to shape their environment;
- be given every opportunity and encouragement to reach their potential; and

3.5 Other (e.g. Legal/Financial or Human Resources)

Being clear about our current performance and using this to determine our priorities for improvement will enable us to target our resources and expertise across the learning system.

4 Consultees and their opinions

Cabinet Portfolio Holders have been engaged in the analysis of the data. Engagement has taken place with school leaders and meetings of the Education and Learning Partnership Board and associated committees and the Kirklees Learning Progression Board.

5. Next steps and timelines

By sharing the educational outcomes and performance data means that we can establish a shared understanding about priorities for improvement.

This is an opportunity to set and commit to high aspirations and ambitions for our Children and Young People, not simply in terms of educational achievement, but also in terms of personal success by removing barriers to learning and opportunity. Personal success must be individualised.

It is proposed to use the information to undertake further analysis in order to work together to prioritise improvement activity, monitor and evaluate impact from an intelligence led baseline to improve outcomes for children and finalise the work we have already begun by developing a 5 year Learning Strategy. This will set out the ambition we have together with our learning settings, for children and young people within our borough and to set out the aspirations we have for their attainment and achievement.

6. Officer recommendations and reasons

- That the Kirklees Annual Educational Quality and Standards Report 2017-18 is accepted to establish a shared understanding about the performance of our children and young people in terms of Educational Outcomes across the district so that the partnership can identify where to prioritise our collective efforts for improvement.

- That the Director for Children’s Services in conjunction with the Portfolio Holder for Learning and Aspiration and the Portfolio Holder for Children’s Services be delegated to finalise the development of a 5 year Learning Strategy with the Education and Learning Partnership Board by the Summer term.
- That impact is monitored and progress evaluated through quarterly monitoring to Cabinet.

7. **Cabinet portfolio holder’s recommendations**

We are very proud of and highly ambitious for our children and young people in Kirklees. We welcome the detailed analysis that shows the current performance of our district and recognise that this highlights that there are opportunities to improve. Our aspiration is to be amongst the best in the country and we believe that collectively because of the commitment of our school leaders, school staff, governors coupled with our wider partners that together we can enable brilliant outcomes for our children and young people.

We are keen that the Learning Strategy is developed and that this will support us all to work together to achieve this ambition over the next 5 years.

8. **Contact officer**

Harkireet Sohel – Head of Educational Outcomes
 Emma Brayford – Kirklees Learning Partner: Data and Assessment

9. **Background Papers and History of Decisions**

Appendix A – Kirklees Annual Educational Quality and Standards Report 2017-18

10. **Service Director responsible**

Jo-Anne Sanders – Service Director Learning and Early Support

This page is intentionally left blank

Title of report: 2018 Academic outcomes for Kirklees pupils and strategic priorities for improvement.

The report is an analysis of 2018 academic results for Kirklees pupils at the end of Foundation Stage (Reception class), Key Stage 1 (year 2), Key Stage 2 (Year 6), and Key Stage 4 (GCSE). The report identifies strengths and strategic priorities for improvement.

1. Purpose of report:

To report on 2018 academic outcomes for Kirklees pupils at the end of Early Years and Foundation Stage, Key Stage 2, and Key Stage 4. The outcomes include all pupils assessed by either national tests or, where appropriate, teacher assessments. The data compares outcomes locally with available data sets for England, statistical neighbours ([see Appendix 1](#)), and Yorkshire and the Humber region.

To identify strengths and areas for improvement in key outcomes for Kirklees pupils and to clarify strategic priorities, within the local improvement plan, for the Council and schools.

2. Summary

This report draws attention to the new DFE systems relating to accountability for academic outcomes for pupils. The validated data provides an overview of the performance of all, and sub-groups of, pupils within Kirklees at the following stages

- Early Years and Foundation Stage (3-5 year olds)
- Key Stage 1 (5-7 year olds) Assessments and Year 1 and 2 Phonics
- Key Stage 2 (11 year olds)
- Key Stage 4 (16 year olds)

This document demonstrates how we analyse and use data; to identify our priorities and actions so that:

- People in Kirklees have aspiration to achieve their ambition through education, training, employment and life long learning
- Children have the best start in life
- Kirklees has sustainable economic growth and provides good employment for and with communities and businesses

3. How to read this report

3.1 Data sources: Results for EYFS, Phonics, Key Stage 1, Key Stage 2 and Key Stage 4 are provisional unvalidated data. Data is derived from publicly available data produced by the DfE with some additional internal analyses. Other data sources include: NFER Nexus software, Local Authority Interactive Tool (LAIT) and SFRs

3.2 Confidentiality and sharing this document: appendices can be shared.

3.3 Acronyms:

APS	Average Point Score	FSM	Free School Meals
CLA	Children Looked After	GDS	Reaching Greater Depth within the Expected Standard
DfE	Department for Education	GLD	Good Level of Development
EAL	English as an Additional Language	GPS	Grammar, punctuation and spelling
EBacc	English Baccalaureate (Maths, English, Science, Humanities and language Pillars)	KS1 / KS2	Key Stage 1 / Key Stage 2
EHCP	Education, Health and Care Plan	LAIT	Local Authority Interactive Tool
ELG	Early Learning Goals	NCER	National Consortium of Examination Results (NEXUS)
EMA	Ethnic Minority Achievement	SEND	Special Educational Needs and Disability
EYFS/EYFSP	Early Years Foundation Stage/ Early Years Foundation Stage Profile	SFR	Statistical First Release
EXP+	Expected standard or above at Key Stage 1 and Key Stage 2	SSIF	Strategic School Improvement Fund
GCSE	General certificate in secondary education (KS4 qualifications)	STA	Standards and Testing Agency

3.4 Data comparisons: The performance of schools in Kirklees is compared throughout the report with Yorkshire and Humber, statistical neighbours and England where comparative data is available.

Yorkshire and Humber	Calderdale, York, East Riding of Yorkshire, North Yorkshire, Leeds, Sheffield, Barnsley, North East Lincolnshire, Rotherham, Doncaster, Bradford, North Lincolnshire, Kingston Upon Hull, Wakefield
Statistical Neighbours	Bolton, Calderdale, Bury, Dudley, Derby, Lancashire, Stockton-on-Tees, Leeds, Rochdale, Telford and Wrekin
National	All local authorities in England

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Page 102

3.5 The performance indicators

Indicator		Notes
EYFS	Good level of development (%)	Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in early learning goals in the following areas: <ul style="list-style-type: none"> • personal, social and emotional development; • physical development; • communication and language • mathematics and literacy.
Phonics	Expected standard (%)	The standard in the Phonics Check is 32 out of 40 words read correctly.
Key Stage 1	Expected standard or above in reading, writing and mathematics (%)	A scaled score is determined by teacher assessment in reading, writing and mathematics. The expected standard in the tests is a scaled score of 100 or above.
Key Stage 2	Expected standard or above in combined reading, writing and mathematics (%)	A scaled score is determined by tests in reading and mathematics, and teacher assessment in writing. The expected standard in the tests is a scaled score of 100 or above.
Key Stage 4	Progress 8 (point score)	Progress 8 aims to capture the progress a pupil makes from the end of Key Stage 2 to the end of Key Stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is zero.
	Attainment 8 (point score)	Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
	EBacc APS	From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

3.6 Summary of 2018 academic outcomes

3.6.1 The good news:

Early Years and Foundation Stage

- The percentage of 'all pupils' and 'boys' achieving Good level of development (GLD) in 2018 has increased at a rate faster than national.
- The rate of improvement for boys, achieving at least the expected level in all areas, increased at a faster rate than National.
- The gender gap reduced in 2018. Attainment for Kirklees boys eligible for free school meals (FSM) is now 1 percentage points above national the national FSM boy's average.

Key Stage 1

- The pass rate in the Year 1 phonics check has increased year on year since 2012.
- Science, writing and maths at the expected standard all improved by at least 2% compared to the previous year's outcomes.
- Improvement in line or faster than national were seen in all subject areas at both the expected and greater depth standards. As a result all (except reading EXP and maths GDS) subjects moved several places up the LA ranking.
- Improved performance in writing has seen an increase in the LA's position the national ranking (from 127) to 116 out of 152.
- Attainment for FSM 'All pupils' group increased across each key measure at the expected standard.
- We continue to diminish the gap between all pupils and disadvantaged pupils.
 - Kirklees FSM girls group is now 3% below the national FSM girls group in reading at the expected standard.(It was 5% in 2017)
 - Kirklees FSM boys are 1% above National FSM boys in maths.
- A greater percentage of black boys met the national standard in reading, maths and science compared to their national comparators.
- Achievement at the higher standard improved in Reading: +2% and Maths +1%. The reading improvement was at a faster than national pace. This may be related to the SSIF bids and LA phonics and reading interventions that took place in 2017 – 2018.

Key Stage 2

- Proportion of children reaching the expected standard in Reading , writing and RWM combined scores improved on 2017 outcomes reading +6%, writing +2%, WRM +5% (LAIT Dec 2018)
- Attainment at the higher standard improved in all areas except maths. Reading +4%, writing +3%, WRM +2%, GPS +5% (LAIT Dec 2018)
- Boy's attainment has improved in reading, writing and RWM combined measures. The rate of improvement in reading at the expected standard is faster than national resulting in a reduced gap.
- The proportion of girls meeting the higher standard in reading and writing is improving at a faster pace than national, thereby reducing the gap.
- The proportion of Kirklees disadvantaged learners reaching the expected standard in the combined RWM measure has improved at a faster rate than national. Thereby reducing the gap with disadvantaged learners nationally. Internal data suggests a similar pattern was seen in all subject areas at the expected standard for this group.

Key Stage 4

Kirklees learners in KS4 have outperformed local, statistical neighbours and national figures since 2012 (5 A* - C (EM) and Attainment 8)

- The overall Progress 8 (-0.04) score is well above the floor and coasting standard and above that of statistical neighbours and national Rank 73 (68 in 2017).
- Attainment 8 is 45.20, 0.3 above the average for regional LA's (44.9) , 0.06 above statistical neighbours (45.14) and 0.9 above all schools nationally (44.3) and now ranked 90 out of 152 LA's (Rank 91 in 2017).
- The percentage of children achieving the grade 9 – 5 pass in English and maths (42.5%) is above our regional LA's (41.1%), statistical neighbours (41.16%) and national average (40.02%). (LAIT Jan 2019). Rank 75 Band C (Rank 82 in 2017). Our rate of improvement in this measure is more than twice as fast as that of national. Kirklees improvement 1.1%, National 0.6%.
- The percentage of children achieving the grade 9 – 4 pass in English and maths (63.6%) is above our regional LA's (62.4%), statistical neighbours (62.44%) and national average (59.4%). (LAIT Jan 2019). Rank 80 Band C. (Rank in 2017 89 Band C). Our rate of improvement in this measure is greater than that of national. Kirklees improvement 1%, National 0.3%.
- EBacc entry percentage was 41.6% and has increased by 7.50% in Kirklees compared to 0.2% nationally. Currently 6.4% above national. Ranking the LA at 51 out of 152 LA Band B. (Rank 102 Band C in 2017).
- EBacc APS is a new measure in 2018. Kirklees average point score is currently 3.96, 0.11 above national (3.85). This places Kirklees in Band C ranked 83 out of 152 LA's.
- The Kirklees APS across the EBacc pillars (Humanities 3.43, Maths 4.43, Science 4.45 and English 4.87) was above national for each component. The Language pillar is below national with an APS of 2.12 compared to 2.30.
- Based on provisional data there are two schools below floor. In 2017 there were 2 schools below floor compared to an average of 3 schools with statistical neighbours. In 2018 11.6% of schools in England were below floor compared to 8 % in Kirklees, Rank 63 Band B.
- In 2018 the percentage of schools below the floor target based on Progress 8 is lower than statically neighbours, and 3.6% below national average.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

- There are currently 11 schools below -0.25 this academic year however, there are 4 schools meeting the full coasting measure with a 3 year trend. In 2017 there were 3 schools coasting compared to an average of 3.4 schools with statistical neighbours. In 2018 9.2% of schools in England were coasting compared to 16.7 % in Kirklees, Rank 112 Band C.
- In 2018 the percentage of schools meeting the coasting measure (Progress 8) is 7.5 percent above the national average and 3% above statistical neighbours.

Most Kirklees schools continue to provide a rich curriculum for their students ensuring the correct balance between meeting national requirements and addressing diversity. (FFT Dec 2018 & % entered for Ebacc). Six schools have an entry level per pupil below 8, statistically significantly below national.

3.6.2 Strategic areas for improvement (LA priorities)

Overall, our key areas for improvement lie within the primary sector, from early years through to the end of key stage 2. Most measures show an improvement in attainment from 2016. We have diminished the difference in a number of measures. However, there are still some attainment and progress gaps that we are addressing as outlined below: -

Early Years and Foundation Stage

- Continue to reduce the gender gap to be at least in line with the national gender gap.
- Continue to increase outcomes in CLLD impacting on reading and writing.
- Supporting improvements in the teaching of maths.
- To increase the number of children leaving reception with secure phase 3 phonics to enable a higher proportion to pass the phonics check in year 1.

Key Stage 1

- To improve the pass rate in phonics.
- To diminish the attainment gap between Kirklees children when compared to all children nationally in reading, writing and maths (at the expected and higher standard)
 - for disadvantaged and SEND (especially SEN support) children.
 - for Asian and mixed children (especially boys)

Key Stage 2

- Continue to improve outcomes in reading and diminish the gap between the LA's outcomes and national.
- Continuing to improve the attainment and progress of boys in reading, writing and maths.
- Continue increase the pace of improvement in attainment for the disadvantage group in all measures.(Free school meals – particularly boys)
- Improve the proportion of SEND children that attain in line with their national comparators.

Key Stage 4

- Continue to increase the percentage of pupils entered on EBacc routes to ensure Kirklees meet the government target of 75% in 2022 (Particularly in Humanities and languages (currently 77% entered for humanities and 48% for languages)
- Raise percentage of pupils attaining grade 5+ in the EBacc Pillars (Mathematics, English, Science, Humanities, and Languages). Particularly in Humanities and Languages (0.16 APS below national)
- Raise percentage of pupils attaining grade 5+ in the EBacc Pillars (Mathematics, English, Science, Humanities, and Languages). Particularly in Humanities and Languages and with particular reference to certain groups: -
 - Boys
 - Disadvantaged
 - SEND
 - EAL
 - Pakistani
- To continue to diminish the difference between Kirklees pupils and pupils nationally at attaining grade 5+
 - In English language
 - In maths.

3.7 Outcomes for different groups of pupils

Securing the best possible outcomes for all requires a focus on diminishing the difference between the achievements of potentially vulnerable learners. In identifying differences in outcomes, comparisons are made relating to:

- gender
- disadvantage (grouping pupils entitled to free school meals and thus pupil premium funding, looked after children and care leavers)
- ethnicity
- English as an additional language (EAL)
- special educational needs and / or disabilities (SEND)
- children referred to Social Care and identified as either being a child in need or a child with a protection plan (April 2019)

During monitoring visits with each school, Kirklees Learning Partners provide challenge to the school in relation to provision, safeguarding, attendance, exclusions, in-year progress and outcomes for these groups of children. SENDACT colleagues are reviewing the proportion of SEN support and EHCP children in Kirklees compared to other local authorities nationally and our statistical neighbours.

4.1 OUTCOMES 2018 EARLY YEARS AND FOUNDATION STAGE (EYFS) 2015 onwards EYFS outcomes

4.1.1 Headline figures

% Children gaining a Good Level of development	2015			2016			2017			2018 (SFR & LAIT Oct 18)			Difference		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Kirklees	65.2	73.7	57.2	66.9	75.8	58.5	68.1	75.5	60.6	69.4	76.2	62.9	+1.3	-+0.7	+2.3
England	66.3	74.3	58.6	69.3	76.8	62.1	70.7	77.7	64.0	71.5	78.4	65.0	+0.8	+0.7	+1
Yorkshire and The Humber	64.6	73.1	56.5	67.4	75.2	60.0	68.8	75.9	61.9	69.4	76.5	62.7	+0.6	+0.6	+0.8
Statistical Neighbours	62.4			66.1			67.4			68.7					
Latest national rank				109			117			115					
Quartile banding				C			D			D					

At a national level, 71.5% of children achieved a good level of development, an increase of 0.8% on 2017. In Kirklees we saw a 1.3% rise on 2017 figures to 69.4%. Whilst the percentage of children gaining a good level of development has increased year on year, Kirklees learners have not kept pace with other children nationally and are 2.1% below national outcomes. 2017 saw the LA drop into the bottom quartile for the first time in a number of years, with a national ranking of 117. A slight increase was seen in 2018, moving up the national ranking to 115 (the top of band D was 69.48%, Kirklees were only 0.08% from band C). The LA Matrix shows 2015 – 2017 3 year improvement progress rank 75 band C and 2016- 2017 year on year improvement progress rank 38 band B.

% achieving at least expected level across all ELGs	2015			2016			2017			2018 (SFR & LAIT Oct 18)			Difference		
	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Kirklees	62.6	71.3	54.5	65.3	74.5	56.5	66.5	74.5	58.3	67.6	75.0	60.6	+1.1	+0.5	+2.3
England	64.1	72.6	56.0	67.3	75.4	59.7	69.0	76.5	61.8	70.2	77.5	63.2	+1.2	+1	+1.4
Yorkshire and The Humber	62.1	71.1	53.5	65.1	73.5	57.1	67.1	74.7	59.7	68.0	75.4	60.8	+0.9	+0.7	+0.9
Statistical Neighbours	59.4			63.5			65.1			67.1					
Latest national rank				78			112			118					
Quartile banding				C			C			D					

In Kirklees, the percentage achieving at least the expected level across all early learning goals increased by 1.1%. Nationally the increase was 1.2%. The gap between Kirklees and national learners is becoming wider. For the second consecutive year Kirklees has seen the gap between boys and girls narrow, but we need to take into consideration that girl's outcomes were not as positive as in previous years; the gap between Kirklees girls and girls nationally is currently 2.5%, the largest it has been in 5 years. Kirklees boys have slowly been closing the gap with boys national, the gap is the smallest it has been since 2015. It is now 2.6% below national. In 2017, whilst the LA remained in quartile banding C, Kirklees dropped 34 places in the national ranking. 2018 saw a further drop of 6 positions to rank 118 Band D. Writing, reading, number and the communication strands saw a large number of 1's attained by Kirklees children compared to the other areas of development. The table below shows the percentage of children achieving the expected standard (2) in each area of development.

Percentage of Children Reaching at least the Expected levels of development 2018

Areas of Development (SFR October 2018)		National	Kirklees	Kirklees rank/band
		All		
Communication and language	Listening & Attention	86.3%	85.6%	97 Band C
	Understanding	86.0%	85.4%	
	Speaking	85.6%	85.2%	
Physical Development	Moving & Handling	89.5%	88.8%	103 Band C
	Health & self-care	91.2%	90.6%	
PSED	Self-Confidence & self-awareness	88.9%	89.9%	58 Band B
	Managing feelings & behaviour	87.9%	88.8%	
	Making relationships	89.7%	90.4%	
Literacy	Reading	77.0%	75.4%	116 Band D
	Writing	73.7%	71.2%	
Mathematics	Numbers	79.6%	77.2%	111 Band C
	Shape Space and Measures	81.7%	80.1%	
Understanding of the world	People & communities	85.9%	86.3%	93 Band C
	The world	85.8%	85.8%	
	Technology	93.1%	91.2%	
Expressive Arts and design	Exploring and using media & materials	89.0%	88.8%	95 Band C
	Being Imaginative	88.7%	88.2%	

Greater than national year on year improvements were seen in most development areas (but not in literacy or expressive arts) In summary the pattern of attainment across the learning goals; Number is 2.4% below national, writing is 2.5% below national, Reading and Shape, Space and Measures are both 1.6% below national. Boys' attainment in Number and Writing have the largest gaps compared to boys nationally. The attainment gap in writing is also a concern, in 2018 this is particularly the case for girls. SSIF bids and research projects are being used to support improvement in these areas. Early indications show that some improvements are beginning to be seen.

4.1.2 In summary: EYFS outcomes and improvement strategy

The number of children gaining a good level of development in their reception year, has increased each year. However, there is still a gap between Kirklees and national outcomes (2.1% below National).

Focus Areas

- Reducing the gender gap to be at least in line with the national gender gap.
- Continue to increase outcomes in CLLD which in turn will support Literacy outcomes.
- Supporting improvements in the teaching of Mathematics.
- Diminishing the difference in outcomes between boys and girls for the Good Level of Development (GLD) score
- Reduce the attainment gaps for 'at least expected standard' in all areas to be at least in line with the national gap.

4.2.1 OUTCOMES 2018 KEY STAGE 1

In 2018, at the end of Key Stage 1 (age 7), 5,672 pupils (2766 girls and 2906 boys) in Kirklees schools were assessed in reading; writing; mathematics and science. Local attainment in each of the subject areas of reading, writing and maths is around 3% below that seen nationally at both the expected and the national standard. Science outcomes are 2% below that seen nationally. The local authority continue to remain in quartile band D but increased attainment in 2018 has resulted in some significant increases in the LA's position in the national rank. Context data found in appendix 4

SFR Dec 2017 & Sep 2018	2016				2017 (LAIT)				2018 (LAIT ALL & SFR Gender)												
	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science	Reading			Writing			Maths			Science			
									All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys	
% Pupils achieving Key Stage 1 Expected Standard																					
Kirklees	71	63	70	79	72	64	71	78	72	77	68	67	75	60	73	75	72	81	83	78	
England	74	65	73	82	76	68	75	83	75	80	71	70	77	63	76	77	75	83	85	80	
Yorkshire and The Humber	71	63	70	79	72	66	73	80	72	77	68	67	74	61	74	75	73	80	83	78	
Statistical Neighbours	71.2	61.9	70.2	79.6	72.8	65.5	72.8	79.8	73.2			67.5			74.3			80.8			
Latest national rank					123	127	133	128	124			116			126			102			
Quartile banding					D	D	D	D	D			D			D			D			

There has been an improvement in Maths and Science which is faster than national rate of improvement in these areas. Therefore the gap with national has been reduced in these subject areas. The LA has moved 7 position up the national ranking in maths and 26 positions up the ranking in science.

In 2018, Reading attainment remained at 72%. The national percentage decreased by 1%, therefore the gap between the LA and national reduced. Despite the reduction with the LA gap reading has dropped one position to 124 out of 152.

In writing, 67% of pupils reached the expected standard in 2018. Changes made within the 2017/18 writing TA frameworks mean judgements in 2018 are not directly comparable to those made using the previous interim frameworks. The LA moved 11 positions up the national ranking as a result of a greater proportion of pupils achieving the standard.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Attainment in Reading, Writing and Maths is 3% below national and science is 2% below national at the expected level. Attainment remained lowest in writing Teacher Assessment, at 67%, and highest in science Teacher Assessment, at 81%.

More girls reached the expected standard than boys in all KS1 subjects. The subject with the largest difference in attainment by gender continued to be writing, with a gap of 15 percentage points between girls (75%) and boys (60%). The gender attainment gap was 9 percentage points in reading, with 77% of girls and 68% of boys reaching the standard. The gap was narrowest for maths at 3 percentage points, where 75% of girls reached the standard compared to 72% of boys. The gap has increased in writing and maths by 1 %. The reading gap remains the same in 2018 compared to 2017.

SFR Dec 2017 & Sept 2018	2016			2017 (LAIT)			2018 (All LAIT, Gender SFR)								
	Reading	Writing	Maths	Reading	Writing	Maths	Reading			Writing			Maths		
							All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
% Pupils achieving Key Stage 1 Higher standard															
Kirklees	18	11	15	21	13	18	23	26	20	13	17	10	19	16	22
England	24	13	18	25	16	21	26	29	22	16	20	12	22	20	24
Yorkshire and The Humber	21	12	16	22	14	19	23	27	20	14	19	11	20	18	22
Statistical Neighbours				22.4	13.9	18.5	22.9			14.1			19.7		
Latest national rank				121	117	107	107			115			116		
Quartile banding				D	D	D	D			D			D		

The percentage of learners meeting the higher standard at KS1 reading has increased more rapidly than national and at the same pace for maths in 2018. Kirklees learners continue to reduce the gap in attainment for reading at the higher standard this has resulted in a 14 position increase up the national ranking. Girls attainment is higher than boys in reading and writing which mirroring the national picture.

Whilst the proportion of Kirklees children attaining the higher standard has remained the same in writing, the LA has moved 2 positions up the national ranking.

Despite an increase of 1% on 2017 mathematics outcomes, the LA has dropped 9 positions on the national rank to 116 out of 152. Boy's attainment is highest in mathematics. Girl's mathematics at the higher standard has the biggest gap with national comparators of all subjects by gender breakdown.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

There is a gap between girls in Kirklees and girls nationally for each subject area. There is a gap between boys in Kirklees and boys nationally. The boys' gap is 2 % in all subjects, narrower than the female gap which is 3% at its smallest. The gap in Kirklees appears to have reduced. However, we need to take account of girls' performance reducing which impacts on this measure.

4.2.2 2012 – 2018 Key Stage 1 Phonics Outcomes (all pupils)

The phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to assess whether they have met the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Those pupils who did not meet the standard in year 1 or who were not checked, must take part in the check at the end of year 2 (typically aged 7). Teachers administer the check one-on-one with each pupil and record whether their response to each of the 40 words is correct. Each pupil is awarded a mark between 0 and 40 and in 2018, as in previous years, the threshold to determine whether a pupil had met the expected standard is 32. Since 2014, this threshold mark has not been communicated to schools until after the screening check has been completed, however its year-on-year stability means it is predictable.

% Pupils achieving the expected level in Phonics decoding	2012	2013	2014	2015	2016			2017			2018 (SFR & LAIT)		
	All	All	All	All	All	Girls	Boys	All	Girls	Boys	All	Girls	Boys
Kirklees	59.0	70.0	76.0	76.0	78.0	82	75	79	84	74	80	84	76
England	58.0	69.0	74.0	77.0	81.0	84	77	81	85	78	82	86	79
Yorkshire and the Humber	57.0	67.0	72.0	74.0	78.0	83	74	79	83	75	80	84	77
Statistical neighbours	58.4	68.2	73.9	76.7	80.8			80.5			82.0		
Latest national rank								112			125		
Quartile banding								D			D		

80% of pupils met the expected standard in the phonics screening check at the end of year 1, an increase of 21 percentage points since the introduction of the check in 2012. The LA is placed 125 / 152 on the national ranking, dropping 13 positions on 2017.

The gap between Kirklees learners and national learners has remained the same in 2018 (2%). A greater proportion of girls continue to meet the phonics standard, with 84% of girls and 76% of boys meeting the standard in 2018. In Kirklees boy's attainment is significantly lower than boy's attainment nationally.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

4.2.3 In summary: Key Stage 1 outcomes and improvement strategy

By the end of Key Stage 1 outcomes are below those seen nationally. This can be evidenced in the LA's position in national ranking systems. However, LA matrix suggests that year on year improvements are now in Band A for reading GDS, writing EXP and science. LA officers are aware that this needs to continue in all subject areas in order to close the gap with national and move into Band c or above for attainment in Key stage 1.

In the Phonics check outcomes have fallen below national over three years and this is particularly an issue for disadvantaged pupils identified as entitled to free school meals and SEN support children. This drop in standards could have implications for future progress in reading. The LA matrix suggests that the 3 year improvement progress ranking is now 57 Band C, and year on year improvement ranking is 70 (Band D).

Areas of focus

- To improve the pass rate in phonics, thereby diminishing the difference with national.
- To diminish the attainment gap between Kirklees children compared to children nationally in reading, writing and maths (at the expected and higher standard) internal data suggests this is particular the case for -
 - for disadvantaged and SEND (especially SEN support) children.
 - for Asian and mixed ethnicity children (particularly boys)

4.3.1 OUTCOMES 2018 KEY STAGE 2

In 2018, at the end of Key Stage 2 (Year 6), 5,311 pupils in Kirklees schools were assessed in reading; grammar, punctuation and spelling (GPS); writing; and mathematics. Local attainment in the combined measure of reading, writing and maths (RWM) is around 2% below that seen nationally placing the LA 110 out of 152 in the national rank. Context data found in appendix 5.

2018 Key Stage 2: Attainment (LAIT & DFE SFR)

Across separate subjects, attainment was below the national average for the percentage of pupils achieving the 'expected standard' in reading, writing and maths. The difference is most marked, and similar, in reading and maths. In writing, outcomes have improved over the last two years and are closer to the national average (2% below).

% Pupils meeting expected standards	Reading			Writing(TA)			Maths			RW&M			GPS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees	62.0	67.0	73.0	70.0	74.0	76.0	67.0	73.0	73.0	49.0	57.0	62.0	69.0	76.0	76.0
England	66.0	72.0	75.0	74.0	76.0	78.0	70.0	75.0	76.0	53.0	61.1	64.0	73.0	77.0	78.0
Yorkshire and the Humber	62.0	68.0	73.0	73.0	75.0	77.0	67.0	73.0	74.0	50.0	58.0	62.0	70.0	75.0	76.0
Statistical neighbours	64.3	69.3	74.1	72.2	75.1	77.3	69.2	74.0	75.0	51.8	59.0	63.4	72.7	76.9	77.40
Kirklees LA ranking (out of 150 Las)	122	124	113 (D)	126	121	121 (D)	113	110	119(D)	123	114	110 (D)	127	104	110 (D)

Since 2016, the percentage of Kirklees learners meeting the expected standard has increased in every subject area and significantly in some. The gap between Kirklees and national average has reduced in all area except maths. RWM combined now has a 2% gap with National. All measures except maths have moved up the national ranking system since the new standards were introduced. This year, whilst still in quartile D, a huge improvement has been seen in reading (up 11 positions) and RWM (up 4 positions). Writing is the lowest ranked subject area at the expected level. The LA dropped 6 positions in the national ranking at the expected level for GPS.

In 2018, a higher percentage of girls met the national expected standard than boys. This was the case across all subject areas: reading, writing, maths and the combined score for these (RWM). The greatest gender gap was seen in writing, where approximately 13% more girls attained the expected standard compared to boys. The smallest difference was within maths, where attainment of boys and girls was the same. Whilst the gaps between Kirklees girls and girls nationally has reduced in reading and RWM, it has grown by 1 percent in writing and maths.

Kirklees boys have reduced the gap further in reading to 3 percent below national, but have been unable to reduce the gap in writing, maths and the combined measure which have increased by 1% on 2017.

% Pupils meeting higher standards	Reading			Writing(TA)			Maths			RW&M			GPS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees	15	21	25	8	12	15	15	21	21	3	6	8	20	28	33
England	19	25	28	15	18	20	17	23	24	5	9	10	23	31	34
Yorkshire and the Humber	16	22	26	14	17	19	14	20	21	4	7	9.0	19	27	32
Statistical neighbours	16.5	21.7	25.9	12.9	15.7	17.5	15.4	20.9	21.7	4.5	7.4	8.4	21.1	29.7	33.3
Kirklees LA ranking (out of 150 Las)	NA	116	114 (D)	137	135	137 (D)	NA	99	103 (D)	129	127	109 (D)	NA	96	88 (C)

At the higher level, year on year improvements have been seen in all measures except maths and the gap with national has reduced slightly in all measures except maths. As a result Kirklees has moved up the national rankings in reading (2 positions), GPS (8 positions) but has moved down 4 position in maths and 2 positions in writing. Writing continues to be the lowest ranked subject area for pupils achieving the higher level.

A larger proportion of girls attained the higher standard in Reading and writing, but a larger proportion of boys still meet the higher standards in maths. Girls reading and writing is improving at a faster rate than national therefore reducing the gap, however Kirklees girls are losing pace in maths at the higher standard with their national comparisons. Boys have significantly reduced the gap with national at the higher standard in writing over the past 2 years, gaps with boys nationally in reading and maths have been variable over three years with no clear pattern emerging.

4.3.2 2018: Key Stage 2: Progress

Overall progress made by pupils from Key Stage 1 through to the end of Key Stage 2, measured as the new Progress Score. Progress Scores are used to determine whether a school has achieved the national Floor Standard – the minimum standard expected by the DFE. In 2018, 5100 children counted in the reading progress measure, 5108 children in the writing progress measure and 5097 in the maths progress measure. Approximately 5311 children sat the end of key stage tests and 5308 were teacher assessed for writing.

The progress score at KS2 for all pupils in Kirklees:-

% Pupil Progress Scores by the end of Key Stage 2	2016 (LAIT)			2017 (LAIT)			2018 (LAIT)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Kirklees	- 1.2	-1.3	- 0.70	-1.3	-1.2	-0.50	-1.1	-1.0	-0.7
England	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Yorkshire and the Humber	- 0.5	+ 0.1	- 0.10	-0.3	+0.1	0.00	-0.2	+0.1	+0.1
Statistical neighbours	- 0.07	- 0.06	+ 0.26	-0.29	-0.03	+0.11	-0.03	+0.01	+0.01
Kirklees LA ranking	144	133	118	144 (D)	139 (D)	104 (C)	146 (D)	142 (D)	124 (D)
Floor standard trigger	- 5.0	- 7.0	- 5.0	- 5.0	- 7.0	- 5.0	- 5.0	- 7.0	- 5.0

- Reading:** In 2018 average progress score was -1.1. This was below the England standard (measured as '0') and below both Yorkshire and the Humber and statistical neighbours. All prior attainment groups were below zero. The lowest progress scores were seen children in the lower ability bands 3 – 10 APS and 14 – 15.5 APS at KS1. This was also seen in the children that had experienced a first / middle education and those who had an infant /junior experience. Reading progress ranking has dropped to 2 places to 146 (Band D)
 - Writing:** In 2018 the average progress score was -1.0, Children who achieved 1, 2c and 3 in the old levels systems had the most negative progress scores and at least 30% of these cohorts achieving a progress score less than -6. More than 50% of the most able children in Kirklees based on KS1 scores had a progress score of -4 or below. In junior schools children attaining 1's and 3's in the old levels system at KS1 had the lowest progress scores, a patterned mirrored by the children in the first / middle schools system. This was below the England standard and below both Yorkshire and the Humber and statistical neighbours. A drop of 3 places to rank 142 band D was seen in 2018.
 - Maths:** In 2018 the average progress score was -0.7. This was below the England standard and Yorkshire and the Humber. The most able those with a KS1 APS of greater than 20 and the least able had the most negative progress scores. Less than 43% of the most able scored a progress score above 0 and only 35% of the SEN children with a score <3 at KS1 had a progress score above 0. Children that achieved 2c and 2b in the old levels system (aps 14 – 15.5) had the lowest progress scores. Those children in the first / middle school system had the lowest progress at this APS (-4.9) with only 8% achieving a positive progress score. 52% of junior school children with the same starting point achieve a positive progress score and the group have a cumulative progress score of -0.2. Junior schools had a large number of children in the 10 – 14 APS band that struggled to achieve a progress score above zero. A drop of 20 places to rank 124 band D was seen in 2018.
- Based on average progress scores, the overall Key Stage 2 outcomes are well below national, regional and statistical neighbour outcomes.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Between the end of KS1 and KS2, the progress made by girls was above boys in reading and writing, but less in maths. This trend is seen in Girls nationally. Kirklees girls are making less progress than girls nationally, 1.2 progress points lower in reading, 1.0 points in writing and 0.8 points in maths.

Kirklees boys are making less progress than boys nationally, 0.9 points lower in reading, 1.0 points lower in writing and 0.6 points lower in maths. Progress of girls in reading, writing and boy's progress in maths is of grave concern. Further work with schools will consider the relative attainment and progress of boys and girls with different levels of prior attainment at the end of KS1.

KEY STAGE 2: SUB-GROUPS OF PUPILS: PUPILS WITH A MAJOR LANGUAGE OTHER THAN ENGLISH

In 2018, 803 girls and 746 boys had a first language other than English (29.5% in total), a similar proportion to that seen in 2017. Nationally, approximately 20 % of the year 6 cohort had a first language other than English in 2018 decreased from 28.2% in 2017 (taken from FFT).

Attainment: % pupils with a major language other than English meeting expected standards – RWM Combined published in DfE SFR

% Pupils attaining expected standards by first language (NEXUS)	RW&M (SFR)		
	2016	2017	2018
Kirklees - English	51	50	63
Kirklees – All other pupils	44	53	58
England - English	54	62	65
England – All other pupils	52	61	65

The proportion of Kirklees children with a first language other than English meeting the expected standard has increased at a faster than national pace in all measures since 2016. The gap between Kirklees – other than English children and their national comparisons is now 6.3 percentage points below in reading, 4.6 percentage points below in writing, 6 percentage points below in maths, 7 percentage points below in RWM and 4 percentage points below in GPS. Reading remains the subject with the largest gap between Kirklees children with a first language English and those where it is not.

Progress: KS1 – KS2 progress scores for pupils with a major language other than English (Nexus sept 2018) SFR Dec 2018

KS1 – KS2 Progress Scores (SFR)	Reading			Writing			Maths		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees - English	-1.1	-1.0	-0.9	-1.7	-1.5	-1.3	-1.0	-1.0	-1.0
Kirklees – All other pupils	-1.5	-2.0	-1.4	-0.3	-0.4	-0.3	+0.4	+0.4	+0.1
Kirklees – NOT (NEXUS)	-1.9	-5.5	+1.63	-3.1	-3.8	-4.81	-2.0	-2.7	-1.0
England - English	-0.1	-0.1	-0.1	-0.3	-0.3	-0.2	-0.4	-0.5	-0.4

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

England – All other pupils	+0.3	+0.2	+0.6	+1.5	+1.3	+1.3	+2.0	+2.0	+2.1
England – NOT (NEXUS)	-0.9	+0.3	-0.6	-1.2	+0.4	-0.7	-1.4	+0.4	-0.8
National Floor Standard	-5.0			-7.0			-5.0		

Nationally pupils whose first language is other than English make more progress in all subjects compared to pupils with similar prior attainment nationally. This pattern is also seen in Kirklees with the exception of reading, where children with a first language other than English make least progress.

Between the end of KS1 and KS2, pupils with a major language other than English made the best progress in maths, well above that seen for other pupils in Kirklees. Progress in writing for this group was greater than locally. Progress in reading was below that for other pupils. Further work with schools will consider comparisons relating to national progress for all pupils

4.3.3 KEY STAGE 2

In summary: Key Stage 2 outcomes and improvement strategy

Overall, by the end of Key Stage 2, attainment was significantly below that seen nationally. Whilst still in quartile D, 8 out of the 10 headline measures at expected and greater depth have moved up the LA ranking.

Areas of focus.

- Support schools in making further improvements in the proportion of children meeting the reading for all children
- Improving the attainment of boys (an increase in boys attainment would improve results for all key measures)
- Improving outcomes for higher attaining girls in maths
- Further diminishing the attainment gap in reading, writing and maths, between disadvantaged pupils and all other children

4.4.1 OUTCOMES 2017 KEY STAGE 4

At the end of Key Stage 4 (Year 11), around 4490 pupils took GCSE or equivalent qualifications in Kirklees. 7.8% (10.2% nationally) of the cohort qualified for SEN support and 3.8% (3.7% nationally) had an EHCP in place. The 2018 headline accountability measures for secondary schools are:

- Progress 8 (adjusted);
- Attainment 8;
- the percentage of pupils achieving a grade 5 or above in English and maths;
- the percentage of pupils entering the EBacc;
- EBacc Average Point Score (APS) – new measure in 2018
- the percentage of students staying in education or employment after key stage 4 (destinations).

In 2018, an additional 20 reformed GCSEs graded on a 9-1 scale were sat by pupils for the first time, along with the English language, English literature and mathematics GCSEs which were reformed in 2017. Further reformed GCSEs in other subjects will be phased in over the next 3 years. To ensure all pupils benefit from the reformed qualifications, only the new GCSEs will be included in secondary school performance measures as they are introduced for each subject.

The tables below show increases across some headline measures in 2018, compared to 2017 validated data, however any change in Attainment 8 may have been affected by the introduction of further reformed GCSEs graded on the 9-1 scale which have a higher maximum score than unreformed GCSEs.

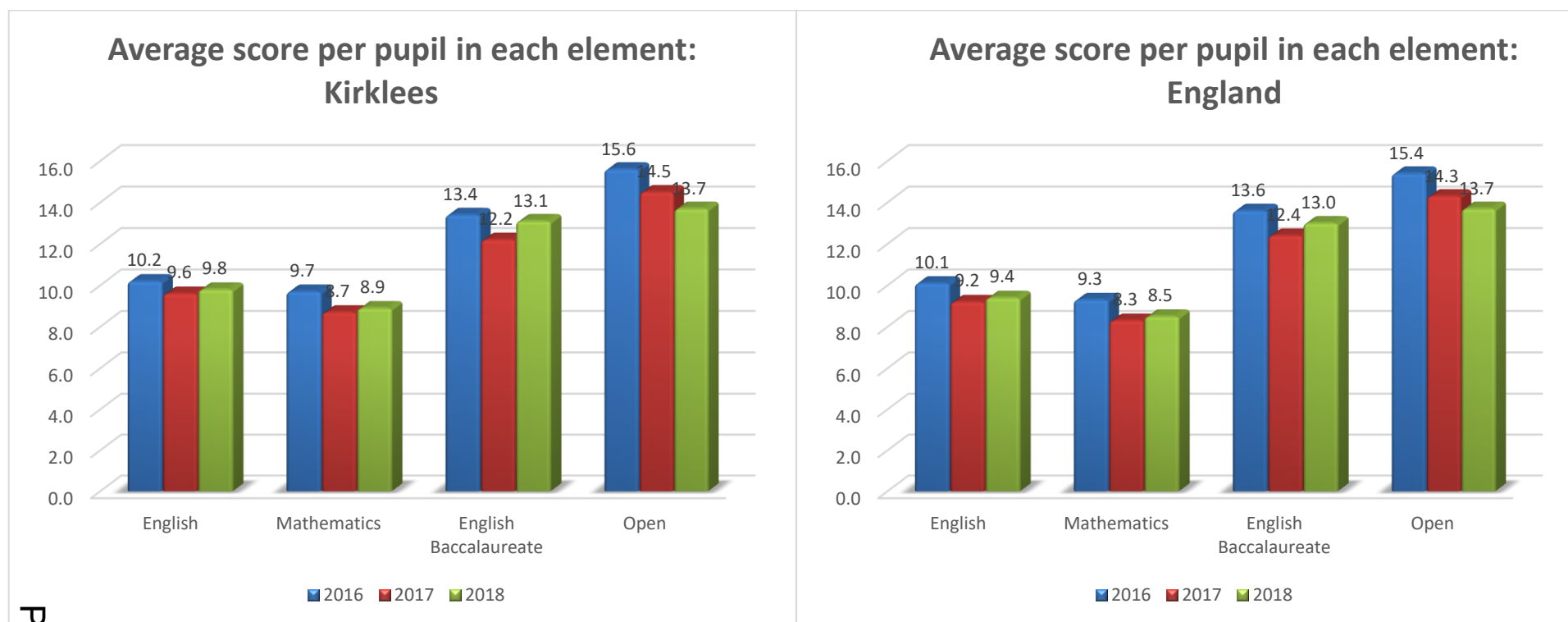
Headlines

Schools continue to adapt their curricula to match the headline measures. If a pupil has not taken the maximum number of qualifications that count in each pillar of the attainment 8 measure, then they will receive a point score of zero where a slot is empty. In 2018, Kirklees pupils filled on average 2.7 EBacc slots, compared to 2.8 in state funded schools.

Attainment 8 score - The methodology for this measure has changed from 2016 to 2017 and 2018. In 2018, Attainment 8 had a maximum point score of 90, compared to a maximum of 87 to 2017 (80 in 2016). as a result of the phased introduction of reformed GCSEs. This difference should be taken into account when considering any change in Attainment 8 scores between 2017 and 2018.

	2016 (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)	Trend	2018 Boys	2018 Girls
Kirklees	48.9	45.3	45.4	+0.1	42	48.9
National	48.5	44.6	44.5	-0.1	41.5	47.7
Yorkshire and Humber	48.9	45.4	45.1	-0.3	42.4	47.9
Statistical Neighbours	49.1	44.95	45.3	+0.19		
Ranking	101	91 ↑	90			
Quartile band	C	C	C			

In comparison to 2017 (LAIT), the average Attainment 8 score per pupil increased by 0.1 points to 45.4. National attainment 8 decreased by 0.1 points to 44.5. Girls continue to outperform boys by 6.9 points – almost 1 grade per subject. Kirklees has moved 1 position up the national ranking system to 90 out of 152 maintaining its position in Band C.



Across each element of Attainment 8, there were increases in the average score per pupil with the exception of the open slots which decreased from 14.3 in 2017 to 13.7 in 2018 (all schools nationally). The patterned was mirrored in Kirklees schools with improvements seen in all measures except for the open bucket.

Kirklees average score per pupil in the EBacc slots increased by 0.9 points to 13.1, a faster than national rise, taking the LA above the national APS in the EBacc bucket. The English and maths elements both had slight (0.2) increases compared to 2017, again an exact mirror of improvements seen nationally.

Progress 8

Progress 8 is a relative measure, which means that the overall national score remains the same between years. In 2018 the Kirklees provisional progress 8 score was -0.04 is well above the floor and coasting standard and above that of statistical neighbours and national (state funded schools was -0.02, LAIT Dec 2018) ranked 73 out of 152 LAs (statistically significantly below). We will look further at patterns in Progress 8 in the sections when we review pupil characteristics, as Progress 8 is more relevant where we can compare between groups. 2018 is the third year in which Progress 8 scores have been published for all state-funded schools. The distribution of Progress 8 scores by school is shown below. Progress 8 scores for mainstream schools at school level run from -3 to 1.8, (compared with -2.09 to +0.71 in Kirklees, including special schools) with approximately 99% of schools' scores between -1.3 and +1.3 nationally in 2018.

In 2017, a new methodology was implemented which changed the basis for calculating key stage 2 prior attainment. Previously attainment had been calculated using an average for English (reading and writing) and maths scores. This was revised to be just reading and maths. This resulted in a larger proportion of pupils with higher key stage 2 prior attainment scores.

The Progress 8 measure should not be compared year on year, however, at school level it may be useful to compare a school's percentile rank based on Progress 8. For example, knowing a school had a Progress 8 score of -0.2 in 2016 and a score of -0.2 in 2017 tells you how the school did compared to national average in those years but not whether their performance improved across years. However, knowing that they were in the 68th percentile in 2017 and in the 76th percentile in 2018 tells you they have declined over time compared to other schools. Percentile ranks should still be comparable despite possible changes in the distribution of Progress 8 scores and are a good starting point for understanding performance on this measure over time.

	2016 (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)	2018 Boys	2018 Girls
Kirklees	-0.11	-0.02 ↑	-0.04	-0.36	0.27
Yorkshire and Humber	-0.03	0.03	-0.02	-0.25	0.23
Statistical Neighbours	-0.13	-0.11	-0.11		
State funded National Average		-0.03	-0.02	-0.25	0.22
Kirklees Ranking	100	68 ↑	73 ↓		
Quartile banding	C	B	C		

The progress gender gap in Kirklees (0.63) is bigger than national (0.48) gender gap. The gender gap has increased in Kirklees. 8 Kirklees schools were significantly above national average (1 maintained, 7 academies), 18 Kirklees schools were significantly below national average (6 maintained schools, 5 academies, 7 special schools)

Key Stage 4: Progress (Raise / SFR)

Progress 8 outcomes.

Progress Scores (average)	2016					2017					2018 (SFR & LAIT)				
	P8	English	Maths	EBacc	Open	P8	English	Maths	EBacc	Open	P8	English	Maths	Ebacc	Open
Kirklees	-0.11	-0.2	0.0	-0.1	-0.1	-0.02	-0.04	0.02	-0.01	-0.03	-0.04	-0.04	0.00	-0.03	-0.11
National state funded						-0.03	-0.04	-0.02	-0.03	-0.04	-0.02	-0.04	-0.02	-0.03	-0.04
Yorkshire and Humber	- 0.03					0.03	0.07	0.02	0.00	0.13	-0.02	-0.06	0.02	-0.06	0.00
Statistical neighbours	- 0.13					-0.11					-0.11				
National Floor Standard	- 0.5					-0.5					-0.5				
Kirklees national ranking	100					68					73 (C)				

The overall Progress 8 score was -0.04 which is below the national state funded average. For English and EBacc, progress was in line with the national state schools averages. Progress for maths was above with average. The open pillar saw a steep decline in 2018.

Threshold in English and Maths Grade 5+

*PS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR & LAIT](#)

This measure was introduced in summer 2017.

Percentage of children achieving the threshold in English and maths	2017 9–5 grade (LAIT)	2018 (SFR & LAIT)	2018 Boys (PT)	2018 Girls (PT)
Kirklees	41.4	42.5	37.5	47.7
National	39.6	40.2	36.8	43.9
Yorkshire and Humber	40.7	41.1	37.5	44.8
Statistical Neighbours	39.6	41.16		
Kirklees Ranking	82	75		
Quartile banding	C	C		

The proportion of Kirklees pupils achieving the headline measure of grades 5 or above in English and maths was 42.5% an increase of 1.1% on 2017 data and a faster than national improvement. The LA remains above the national average for all schools (40.2%) in 2018 moving up 7 positions to rank 75 out of 152.

A larger than national gender gap exists in Kirklees with the proportion of boys gaining grade 5+ was 10.2 percentage points below the girls (47.7%)

The lowest attaining groups are the black males (23.8% attaining grade 5+ EM) and mixed males (24.8% attaining 5+ EM). The highest attaining group behind Chinese girls and boys (very small cohort) is the white girls where 49.6% of the cohort attain grade 5+ in English and maths.

The proportion of males with a first language other than English that achieved EM5+ is 34.5%. The proportion of girls with English as their first language attaining EM5+ is almost 10.5 % higher with 44%.

When considering the prior ability of the learners, the groups with the lowest proportion of children achieving at least grade 5 in English and maths compared to their national comparators is high ability boys.

A higher than national proportion of Kirklees children (7.1%) with an EHCP achieving at least grade 5 in English and maths compared to their national comparators (5.3%)

Threshold in English and Maths Grade 4+

The methodology for this measure has changed from 2016 to 2017 and 2018

	2016 provisional (C+)	2017 9–5 grade (LAIT)	2018 (SFR & LAIT)	2018 Boys (PT)	2018 Girls (PT)
Kirklees	61.4%	62.6 ↑	63.6	58.3	68.9
National	58.7%	59.1	59.4	55.5	63.7
Yorkshire and Humber	60.9%	61.8	62.4	58.5	66.5
Statistical Neighbours		61.55	62.44		
Kirklees Ranking	97	89 ↑	80 ↑		
Quartile banding		C	C		

The proportion of Kirklees learners meeting the Grade 4 threshold in English and Maths increased at a greater than National rate to 63.6%; moving the LA 9 places up the national ranking to 80th out of 152 LA's. The percentage of boys and girls meeting the grade 4 measure is above their national comparators. The gender gap continues to grow with the percentage of girls meeting the benchmark now 10.6% above boys at 68.9%. A higher proportion of Kirklees girls continue to achieve Grade 4+ than girls nationally.

A smaller proportion of Kirklees children (60.1%) with a first language other than English meet the standard pass for English and maths when compared to national (64.4%) first language other than English learners. The gender gap between these children and their counter parts is larger in Kirklees.

Only the white Kirklees group have a higher proportion of children achieving the standard pass in English and maths grade 4+ compared to national outcomes. The proportion of all other ethnicity groups in Kirklees achieving the standard pass is below national comparators. Mixed children particularly the boys group have the largest gap with national at grade 4+ in English and maths.

A higher number of Kirklees children with an EHCP achieve the standard pass when compared to national (5%). EHCP children. A lower percentage of Non-Sen Kirklees boys achieve the standard pass compared to their national comparators, and a smaller percentage of both boys and girls in receipt of SEN support meet the standard pass compared to national SEN support learners.

EBacc – entry

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

	2016 provisional (C+) (LAIT)	2017 (LAIT)	2018 (SFR & LAIT)
Kirklees	36.1	↓ 34.1	41.6
National	36.8%	35.0	35.2
Yorkshire and Humber	36.6%	35.9	35.1
Statistical Neighbours	36.9%	35.58	36.2
Kirklees Ranking	97	↓ 102	51 ↑
Quartile banding		C	B

There has been a huge increase in the percentage of Kirklees pupils entered for all components of the EBacc measure. The LA has moved up to quartile B and rank 51 in the national ranking. Almost half of all Kirklees girls are entered for all components of the EBacc measure compared to a third of boys (33.9%).

The percentage of mixed and black children (particularly boys) entered for all components of the EBacc measure is at least 10% lower than their national comparators. With only 28% of mixed boys and 32% of black boys entered for the languages pillar.

A greater fraction of the Kirklees white group are entered for all the EBacc components compared to national.

When reviewing the percentage entered for each component of the EBacc by prior ability, all abilities in the different components are above national comparators except humanities for the lower ability group of Kirklees learners.

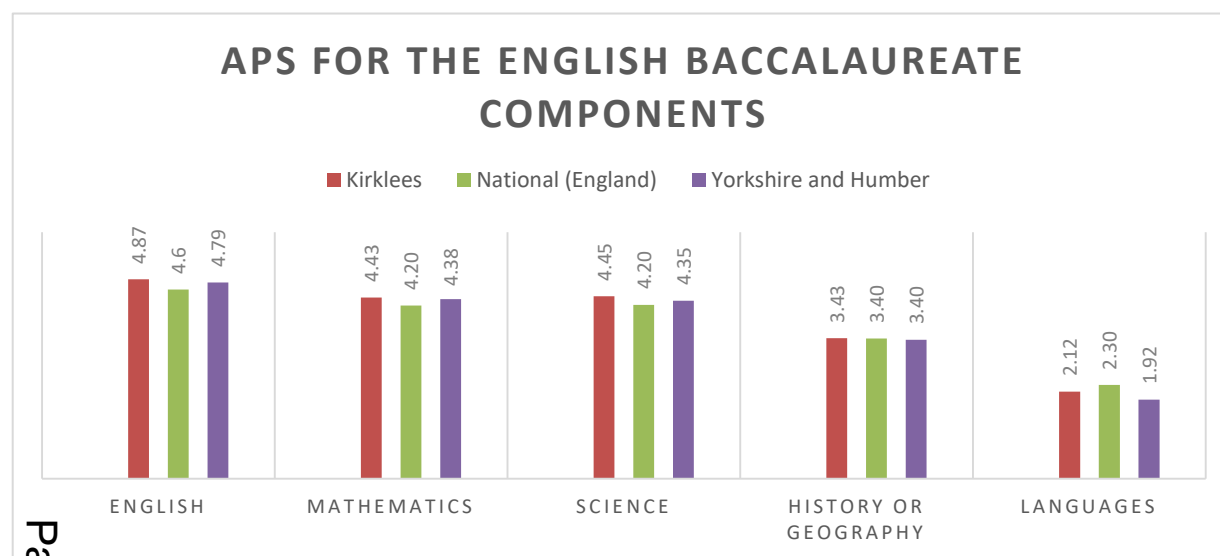
When considering the percentage of Kirklees children with SEN entered for EBacc, a smaller proportion of EHCP were entered compared to national, but a larger proportion of SEN support were entered for the EBacc elements except humanities.

Average Point Score per pupil – English Baccalaureate

The EBacc average point score (Ebacc APS) is a new headline measure introduced in 2018. EBacc APS has replaced the old threshold attainment measure. As this is a new measure, there is no comparison available for earlier years. The maximum possible EBacc APS is 10.75, which is possible by achieving an A* in an AS level qualification in each EBacc pillar. Some subjects' EBacc APS is heavily affected by the number of pupils not sitting these subjects and thus scoring zero.

APS per pupil (SFR & LAIT)	2018
Kirklees	3.96
National (England)	3.85
Yorkshire and Humber	3.86
Statistical Neighbours	3.90
Latest National Rank	Rank 83 (band C)

The EBacc APS for all schools nationally was 3.85 averaged an EBacc APS of 3.96 was recorded for Kirklees schools. This places the LA 83 out of 152 on national ranking. In Kirklees the range of EBacc APS was 2.92 – 6.78 for the full cohort (0.00 – 0.50 for special schools).



Across the EBacc subject areas the APS for languages (2.12) was the lowest followed by humanities (3.43), maths (4.43), science (4.45) and English (4.87) was the highest scoring of the 5 areas. This mirrors the national pattern with all areas except languages above the national APS.

4.4.2 KEY STAGE 4

In summary: Key Stage 4 outcomes and improvement strategy

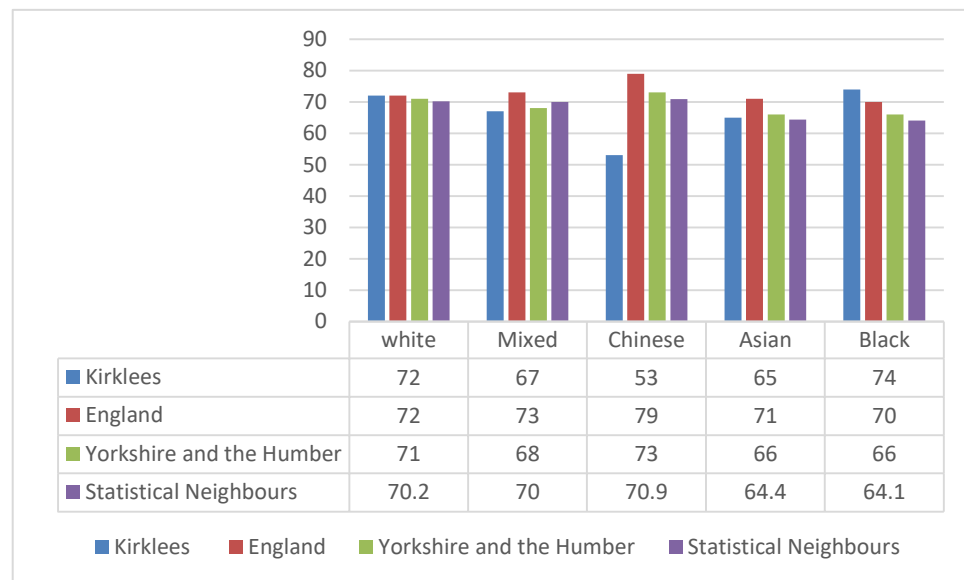
Overall, by the end of Key Stage 4, attainment and progress overall are at least in line with national expectations, if not above. However, whilst overall outcomes are relatively good there is underlying underachievement for some key sub groups and these inform priorities for improvement.

Areas of focus

- Continuing to strive to improve outcomes and raise aspiration for **all** groups:
 - To build on the priority of improving reading at the end of Key Stage 2 to ensure all pupils' literacy levels are optimised in order to improve their ability to access the secondary curriculum
 - Disadvantaged learners, particularly those in receipt of pupil premium
 - SEND learners
 - Broadening the curriculum to maximise opportunities for learners to access and achieve the full suite of Ebacc subjects particularly Humanities and languages.
 - Considering the impact of social disadvantage on provision relating to behaviour support, exclusions and attendance in order to optimise opportunities for learning
 - Removing barriers for Black and mixed children particularly boys
 - Reducing the gender differential.
- Further investigating outcomes at a broader subject level within secondary schools

5.1 Group Analysis

5.1.1 Percentage of EYFS attaining GLD by Ethnicity 2018



In 2017, White children lost pace with national comparators, but remained in line with other white children within the Yorkshire and Humber region. The gap between white girls and boys was larger than the national gap; with girls achieving 15% more than the boys within Kirklees. Whilst girls are still 1% below girls nationally, boys are attaining in line with white boys nationally. This has seen the LA move up to rank 65 (and the very top of Band C – Band B is 72.01% and above).

Children with mixed heritage dropped further down the LA ranking to rank 129 in 2018. The gender gap closing further, as a result of girls under performance.

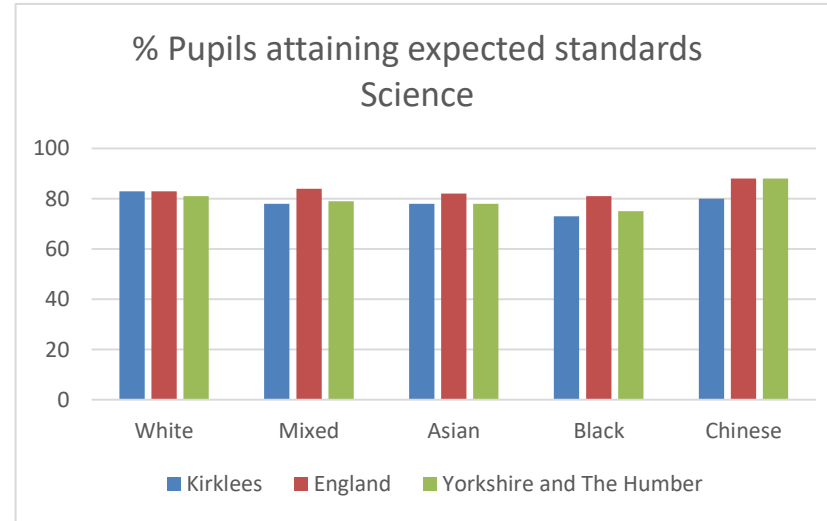
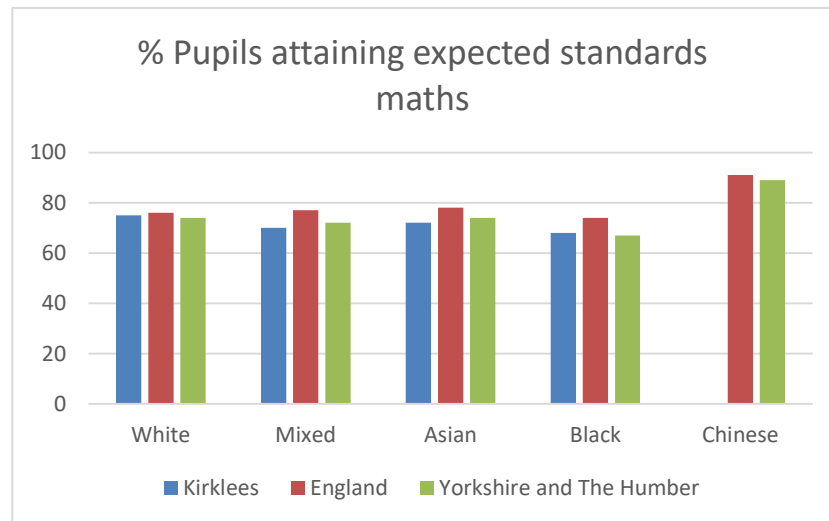
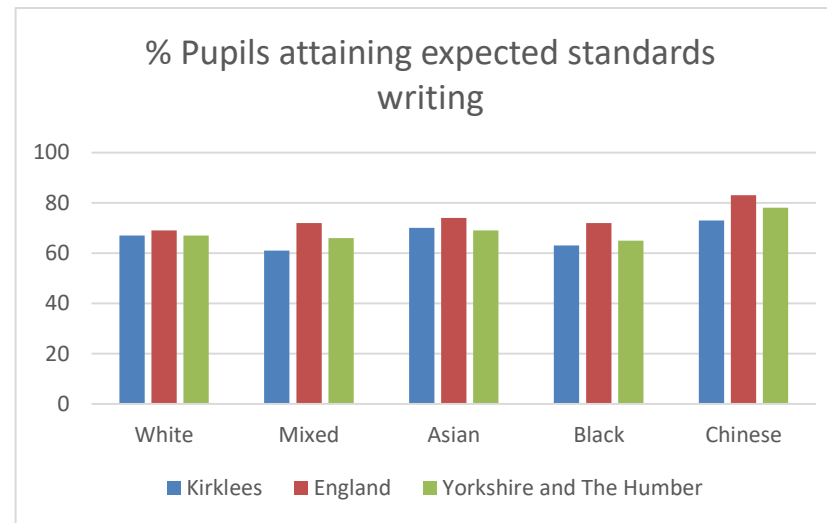
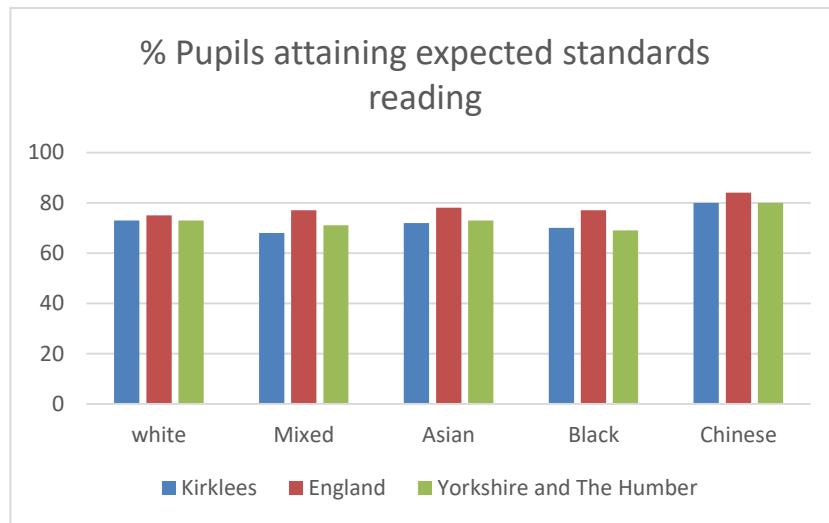
The Chinese cohort is so small that the figures vary widely year on year. 2017 saw a rise in attainment to above national figures, but 2018 saw a steep decline to rank 98 band D. The needs of individual children impact on this measure more than any other major ethnicity group in Kirklees.

Kirklees children of Asian descent have shown improved outcomes year on year between 2013 and 2017. In 2018, the percentage of Asian children attaining GLD remained the same in Kirklees, whilst improvements were seen nationally. As a result, the LA dropped down the national rankings to rank 113 and band D. Reductions seen with the national gap in recent years has also been affected by this lack of improvement seen in 2018. Asian boys are the lowest attaining ethnicity group within Kirklees at this phase.

The cohort (110 children) of Kirklees Black learners is fairly volatile in numbers and the significance changes rapidly. In 2017 Black Kirklees learners achieved in line with national comparators for the first time in 5 years. In 2018, Kirklees black children made greater than national improvements moving beyond the national average. As a result this group of Kirklees children are now in band A rank 20 nationally.

5.1.2 Percentage of children attaining the expected standard at KEY STAGE 1 by ethnicity

In 2018, the Year 2 cohort constituted of 63% pupils are defined as white British, 18.8% Pakistani and 5.1% Indian. The remaining 13% of the pupil population is made up of youngsters from a wide range of ethnic groups.



In 2018, white children made faster than national improvements in writing, maths, and science. In reading, boys made an improvement but girls remained the same as 2017. The gender gap remains inline or smaller than national in all measures. The largest gap with national is white British boys (3% below national).

Attainment for children with a mixed ethnic background is below the regional and nationally averages in all measures for the second year. Standards in reading have dropped by 5 % for all pupils, with boys dropping 7%. Slight improvements can be seen in the 'all pupils' and 'girls' group for writing, maths and science, but boys attainment has remained the same or dropped. The gap with national has increased in reading and writing and slightly reduced in maths and science, mainly as a result of improved attainment from girls

The proportion of Kirklees Asian children attaining the expected standard is below national for all subject areas for the third consecutive year. The gap with national has reduced in writing, maths and science but increased by 1% in reading.

Black children's attainment continue to fall below national averages in all measures for 'all pupils' group and girls. Boy's attainment in all areas except writing is above or in line with national outcomes for this group.

The Chinese populations is a very small and is subject to large variations in data. 2018 data shows a sharp increase in attainment in all subject areas against 2017 figures. Kirklees Chinese boys are out performing Kirklees Chinese girls and all pupils nationally in 2018.

5.1.3 Key Stage 1 Phonics Outcomes: Ethnicity (SFR Sep 2018)

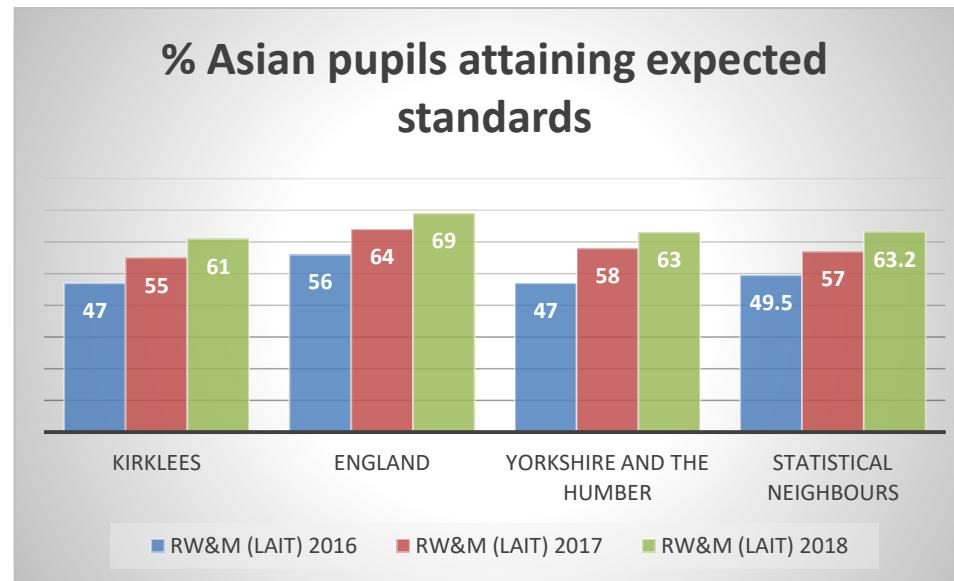
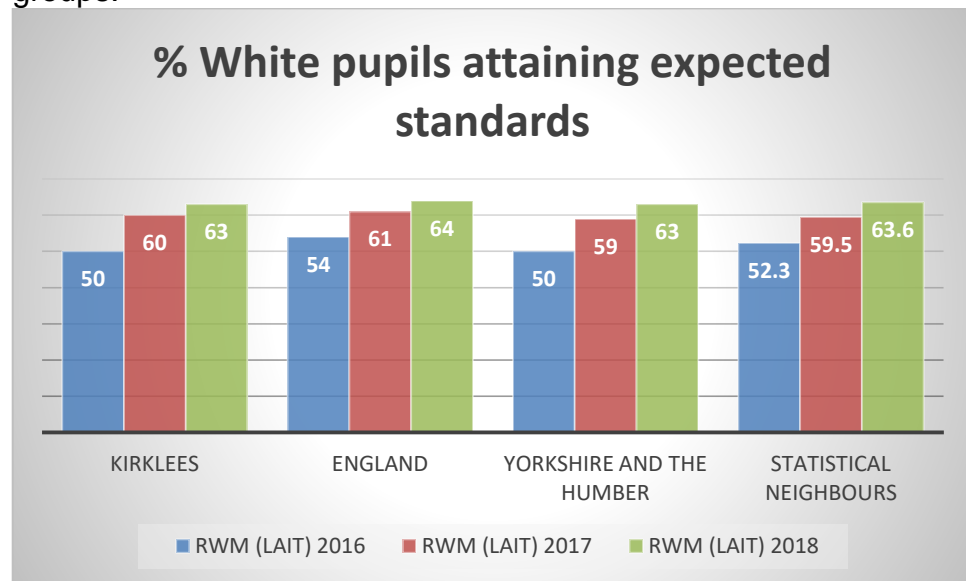
Whilst the attainment of white children national has improved by 1 %, the percentage of Kirklees children passing the phonics check remains static at 79%. The percentage of Kirklees mixed children passing the phonics check has increased by 5% and is now only 1 % behind mixed children nationally. This is a relatively small group so the results are often influenced by other factors.

The proportion of Kirklees Asian children passing the phonics check has increased by 2% for all pupils, with girls improving by 3% and boys by 1%. Asian children have increased attainment at a faster than national rate but still remain 3 % below national for 'all pupils' group. Asian boys (and black girls) are have the biggest gaps with their national comparators (both 6% below).

A three year improvement trend has been seen with the proportion of black children meeting the expected standard, with the gap reducing from 9% in 2016 to 3% in 2018. For the second year boys have attained in line with black boys nationally. The proportion of black girls meeting the expected standard has increased 6 % on 2017. However, the proportion of black girls meeting the expected standard has the largest gap with its national comparators (6%) alongside Asian boys.

5.1.4 KEY STAGE 2: SUB-GROUPS OF PUPILS: ETHNICITY SFR / LAIT / NEXUS)

In Kirklees, 63 percent of pupils are defined as white British, 19% Pakistani and 6% Indian. The remaining 12% of the pupil population is made up of youngsters from a wide range of ethnic groups. The graphs below show attainment in the combined measure for the White and Asian groups.



The attainment gap between Kirklees White British children and national comparisons has stayed the same or reduced in all subjects. Reading is now only 0.3% below national, writing is 1.1% below national and maths is 0.8% below national. Despite greater than national rates of improvement in all three subjects and a 3% improvement in RWM combined in 2018, the LA dropped 4 position as on the national ranking to rank 90 band C (RWM).

The gap between Kirklees Asian children and Asian children in the region / statistical neighbours has increased for the last three years and as a result Kirklees Asian children have dropped down the national ranking to 134 in the combined measure. Kirklees are now 8% behind national comparators for the RWM measure.

Children with a mixed ethnic background are underachieving in all measures when compared to regional and national averages. However, year on year improvements have been seen in all subjects except writing. The largest gap with national is seen in reading (13.1%). Kirklees children from a mixed ethnic background are still within the bottom 5 for this group and attainment measure. Kirklees Black children are below national

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

averages in all measures. Attainment has increased year on year (except writing in 2017) in all subject areas at a faster than national rate. RWM is now in line with the region but still lags behind statistical neighbours and national. This group of learners is ranked 118 on the national scale, 2 positions higher than 2017. The Chinese population is a very small sample size and subject to large variations in data.

5.1.5 Progress: KS1 – KS2 progress scores for pupil groups – SFR Dec 2018

Progress in reading was closest to national for the white Kirklees learners, and the largest gap seen for mixed ethnic learners and Chinese learners. Progress in writing was closest for black, Chinese and other learners, with the largest gap between white British Kirklees learners and white British learners nationally. The largest gap in maths is for black children. Kirklees Asian children have a neutral progress score for maths but this is still 1.9 points behind progress made in Maths by the national Asian population.

5.1.6 KS4 - Attainment 8 outcomes for Kirklees pupils from different ethnic groups

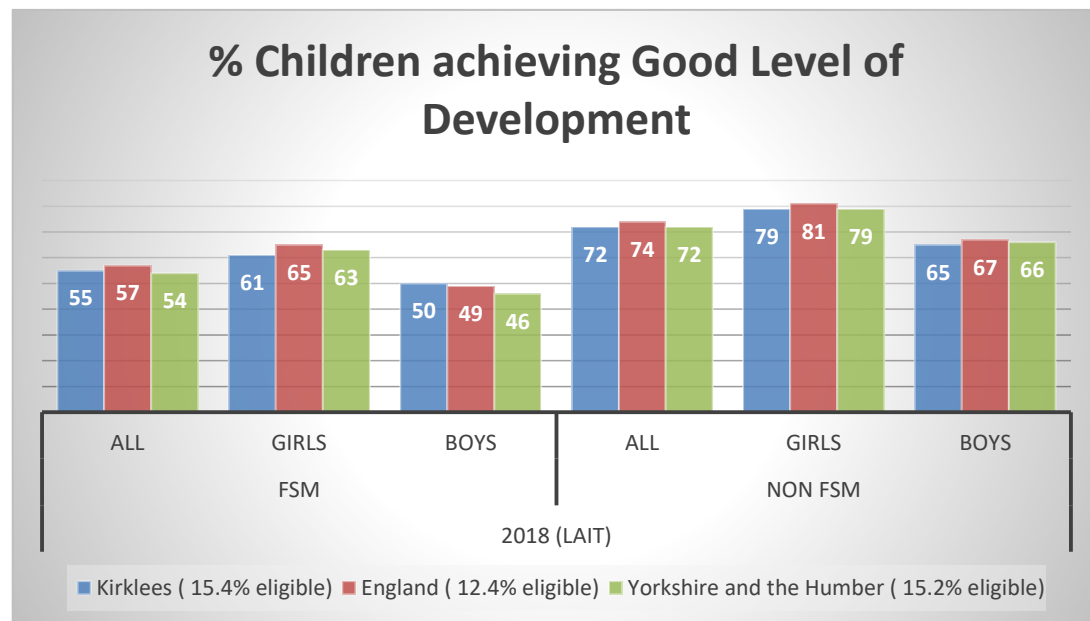
White boys continue to underperform compared to Kirklees girls. Boys underperformance is a contributing factor to the 4 position drop down the LA tables to rank 70 Band B in 2018. The Mixed ethnic group has dropped down the ranking and is now 4th from the bottom of the LA tables in position 148. Children who identify as Asian (particularly boys) continue to underperform compared to Asian children nationally. The LA has dropped 5 ranking to 133 out of 152. The attainment of Black pupils has dropped 33 places down the LA ranking to position 138 in 2018. The performance of black boys has taken a sudden drop in 2018. The Chinese group is a very small cohort of children and individual's data has a large sway on the overall figures. Whilst still in Band B, the ranking position has dropped to 38 in 2018. The attainment of Boys has held the measure back.

5.1.7 KS4 - Progress 8 outcomes for Kirklees pupils from different ethnic groups

Progress of white boys has dropped significantly when compared to boys nationally in 2018. This drop has reduced the overall progress score and resulted in a 10 position drop to rank 77 Band C. Progress of white girls in Kirklees continues to be better than progress nationally. Progress of mixed children but particularly boys has resulted in a very low progress score for the LA and a drop of 10 positions to rank 141 Band D. Kirklees mixed boys achieve half a grade lower in each subject compared to similar boys nationally. The progress of Asian girls in Kirklees is one of the highest performing groups in terms of progress, however this lags behind national comparators. Asian boys are underperforming compared to Asian boys nationally. As a result the group has dropped down the LA rank to 133 band D. Progress of Black boys is -0.33 more than twice as negative as the national Black boys progress score. This has contributed to a 13 position drop to rank 123 Band D.

The Chinese group is a very small population and individuals sway the data quite significantly. Progress of Chinese boys was lower than that of Chinese boys nationally, this has reduced the ranking to position 69 band B. Very strong progress made by girls has meant that the overall group progress is just above the national progress score for this ethnic group.

6.1

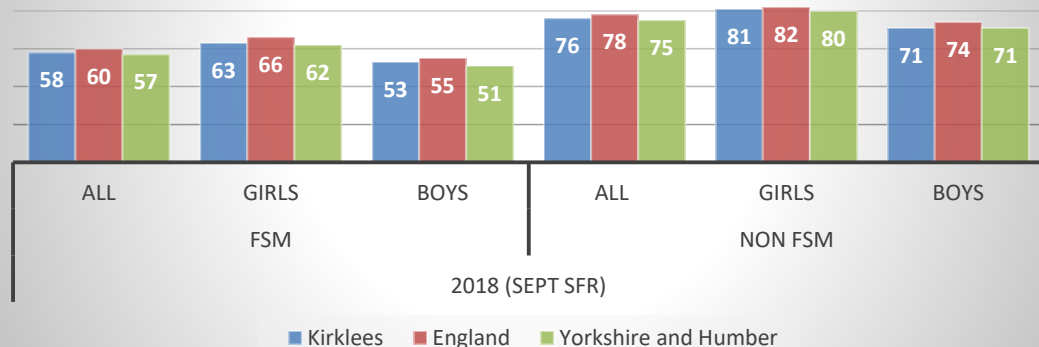


6.1.1 2018 EYFS: FSM eligible Pupils (LAIT Jan 2018)

For the group of FSM learners, in 2018, the attainment improved. Kirklees FSM attainment is now 2% lower than the performance of learners nationally, this gap has narrowed from 3% in 2016. The greatest gap is seen between Kirklees FSM girls and national FSM girls (4% below national).

The gap between Non FSM learners and FSM learners is slightly less than the national gap - 17%. Kirklees FSM ranking improved from Band D to Band C with an increase of 14 places to rank 90 in 2017 and by a further 6 places in 2018 to rank 84. Kirklees Non FSM ranking also moved up the LA ranking but still remains in Band D.

% Pupils attaining expected standards in reading

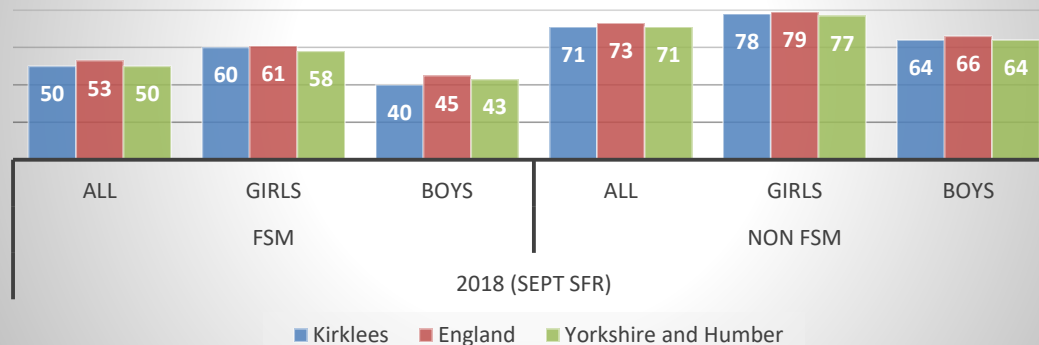


6.1.2 KEY STAGE 1: 2018 Attainment: % pupils entitled to free school meals meeting expected standards

1078 KS1 children were entitled to FSM at time of testing 19% compared to 12.8% nationally. This is a reduction of 2 % when compared to 2017. 1168 children were entitled to FSM6 funding, this represents 20.5% pupils, above the national average (19.8%).

Reading - There has been a 1% increase in outcomes for the FSM Group. Whilst girls made an improvement, FSM boys remained the same as 2017. FSM children are achieving above Y&H, and the gap between Kirklees FSM pupils and national comparators has reduced to 2% for all pupils. The gap between FSM girls in Kirklees and their comparators nationally is still an area for concern.

% Pupils attaining expected standards in writing

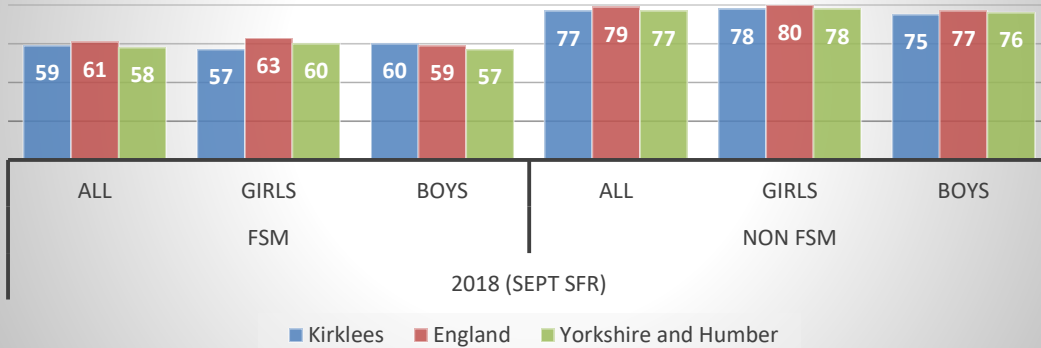


Writing

The proportion of children in receipt of free school meals (FSM) that achieved the expected standard in writing increased by 3%. FSM girls attained 5% more than in 2017, returning Kirklees to the position it was in during 2016. For Kirklees FSM 'all pupils' and 'girls' the rate of progress was better than for the Kirklees non FSM children. The key focus will be on improving outcomes for boys in receipt of FSM.

FSM children remain below national comparators. Attainment of non FSM children increased in 2018 keeping pace with national.

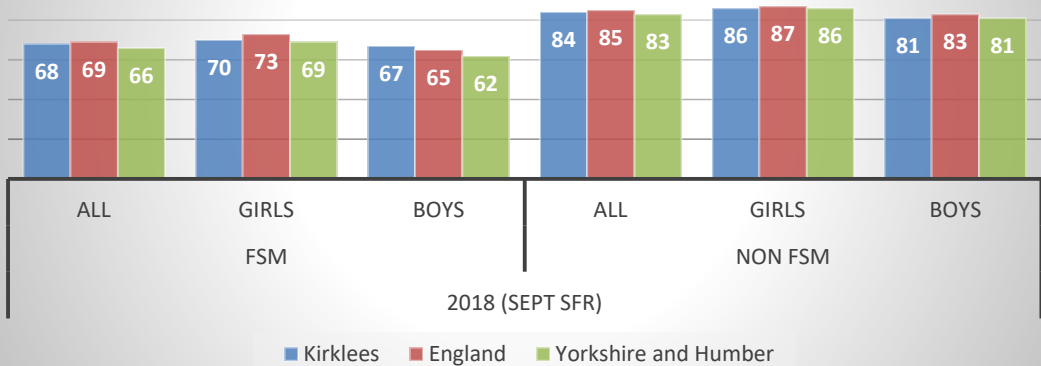
% Pupils attaining expected standards in maths



Maths

FSM 'all pupil' group attainment increased by 4% in 2018. FSM girls sustained the same attainment as 2017, FSM boys improved by 6%. Non FSM pupils increased attainment compared to 2017 at a greater rate than national comparators.

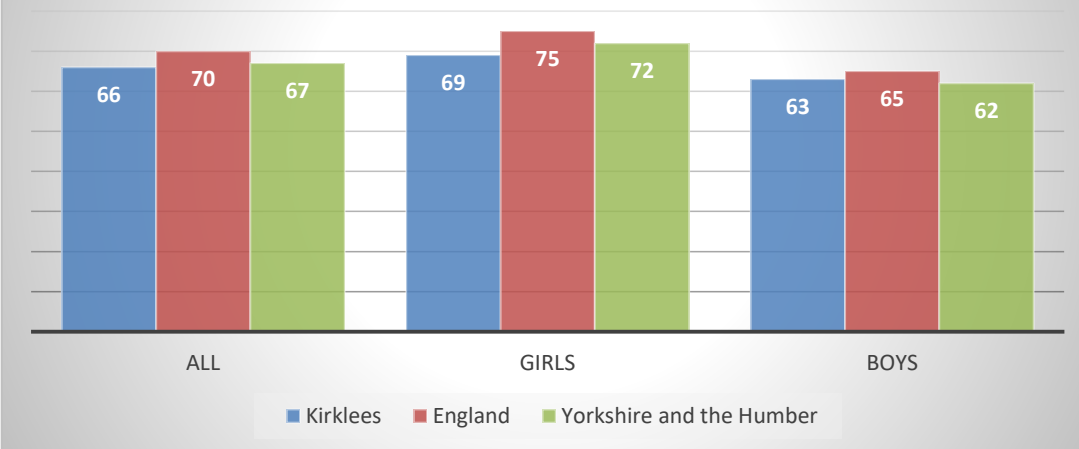
% Pupils attaining expected standards in Science



Science

FSM science attainment in 2018 increased to 1% above 2016 figures for all pupils, a 6% increase on 2017. Whilst girls had a 4% increase, taking it above the YH figure, it still remains 3% below national. Boys attainment increased by 8% in 2018, taking it above national and region boys FSM comparisons. The FSM gender gap has reduced from 10% gap in 2016 to a 3% gap in 2018.

% Pupils achieving expected level in Phonics: FSM pupils



6.1.3 Key Stage 1 Phonics Outcomes: pupils entitled to free school meals (FSM)

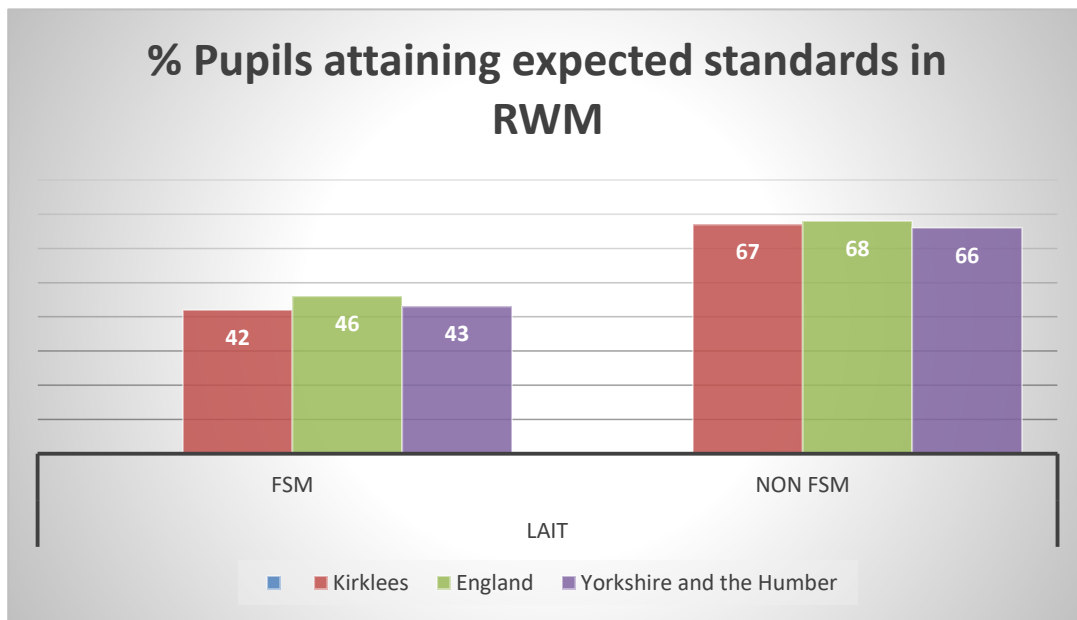
In 2016 and 2017 Kirklees FSM learners' outcomes took a sharp dive and outcomes were 4% below national figures. In 2018, the attainment gap remained the same, at 4 percentage points. 66% of pupils eligible for free school meals (FSM) met the expected standard, compared to 82% of all other pupils (a gap of 16 percentage points).

FSM Boys attainment has increased and the gap with national FSM boys is now only 2%. The gap between Kirklees FSM boys and non FSM boys is currently 15 percentage points. The gap between Kirklees FSM girls and national FSM girls has increased (6% below) and are now 17 percentage points behind Kirklees non FSM girls – a growing gap. The attainment of FSM children in Kirklees places the local authority 118 out of 152 a drop of 8 positions compared to 2017.

6.1.4 KEY STAGE 2: Attainment: % pupils entitled to free school meals meeting expected standards

In the year 6 Kirklees cohort that was assessed in summer 2018, 21.2% pupils were eligible for FSM, above the national average of 13.6%. In Kirklees, 10.4% of all girls and 10.8% of all boys were eligible for the additional funding and support almost 4% above national comparators. When considering the proportion of children that had accessed FSM in the last 6 years (FSM6), the figures increased again and markedly so for National to 28.4%. Kirklees FSM6 was 29.9% overall, 14.8% for girls and 15.1% for boys. This suggests that Kirklees children were eligible for a more sustained period of time.

RWM - Published Data



For the combined measure the gap between the proportion of Kirklees FSM children and national FSM children achieving the expected standard remained static at 4% below national in 2018. Despite this the LA dropped 9 places on the national rank to 104 (Band C). The gap reduced to 1% below national for Kirklees non FSM children, moving 12 places up the national rank to 87 (Band C). A lower proportion of FSM children in Kirklees (42%) achieved the combined measure than national FSM children (46%). When considering the impact of gender on the FSM / Non FSM gap, it is clear that the FSM boys (6.1%) gap is larger than the FSM girls (4.7%).

In all subject areas, there is a wide variation in through schools, middle schools and junior schools.

Reading - Kirklees FSM children saw a 5.2% rise in attainment at the expected level in reading. A 5.4% rise was seen nationally, thereby increasing the FSM gap with national. Kirklees Non FSM children are beginning to close the gap with national comparators. The proportion of Kirklees FSM children reaching the expected standard is below national comparators. The largest gap exist between Kirklees FSM (62.5%) and their national comparators (69.0%), a gap of 6.5%. The bigger gap exist between Kirklees FSM boys and Kirklees Non FSM boys. (18.5% gap).

Writing - In 2017, the Kirklees / National FSM gap diminished by 1.2% in writing and a further 0.7% in 2018. Kirklees FSM children are 2.5% behind national comparators (4.1% for girls and 5.4% for boys). When considering the gap between Kirklees FSM and non FSM children the gaps are larger than the national gaps. In females that gap is 15% and in males 21.8%.

Maths - FSM gap has diminished in maths from a 3.2% gap with national in 2016 to a 2.4% gap in 2017 and a 2.2% gap in 2018. Over the same time period, the gap has grown for non FSM children by 1.1%. Kirklees FSM girls are 4% behind FSM girls nationally and Kirklees FSM boys are 3.2% behind FSM boys nationally. The biggest gap exist with Kirklees FSM and non FSM at 17.2%.

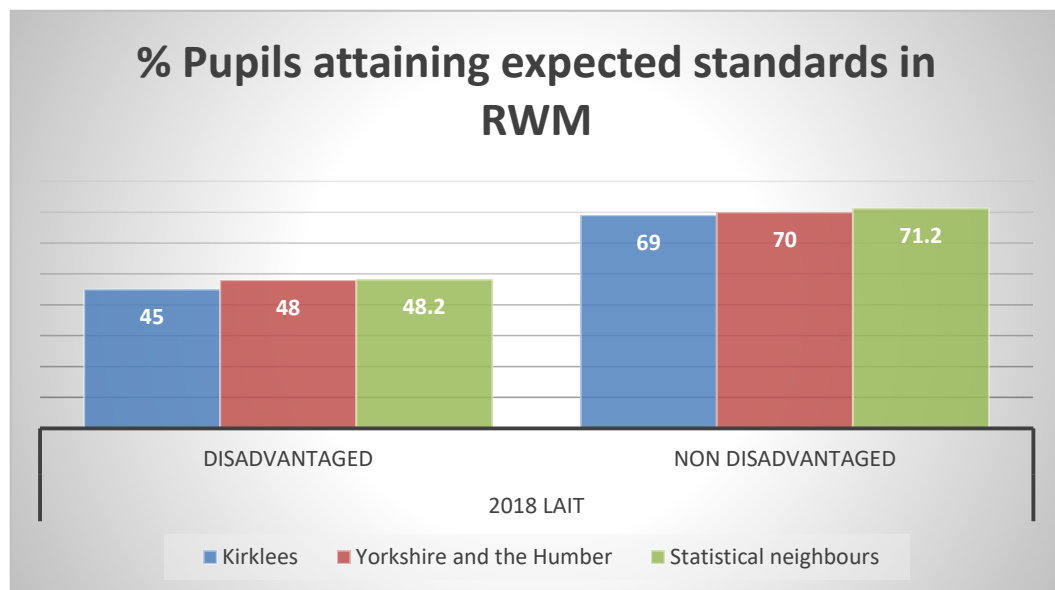
GPS - The rate of pace of improvement in Kirklees FSM children was greater than the national rate of improvement for GPS for the second consecutive year. The gap has reduced to 1.3% below national for FSM children. For non FSM children, the gap closed in 2017, but has reopened in 2018 with Kirklees children attaining 1.1% below national.

6.1.5 Progress: Expected progress for pupils entitled to FSM (Published Data LAIT)

Progress scores achieved by pupils entitled to FSM were significantly lower than those seen both regionally and nationally for all subject areas. Whilst the progress score for maths is closest to the national average it has dropped one position on the national ranking. Writing has moved 6 positions up the national ranking to rank 123 and reading has moved 9 positions up the national ranking to rank 129.

6.1.6 2018 Attainment: % disadvantaged pupils meeting expected standards

In 2018, 30.3% (15.3% of the boys, 15.0% of the girls) of the cohort were identified as disadvantaged compared to 28.9% nationally.



RWM – published data

Kirklees disadvantage learners had a faster than national rate of improvement in 2018. Disadvantaged learners are now 6% behind national comparators with 45% of disadvantaged learners meeting the standard for the combined measure.

The Kirklees disadvantaged / non disadvantaged gap for both genders continue to be larger than the disadvantage / non disadvantaged national gap. The outcome gap between disadvantaged and non-disadvantaged learners was widest for maths.

Reading - The proportion of Kirklees disadvantaged learners meeting the expected standard increased by 5.8% in 2018. This was a faster than national increase. The boy / girl gap for disadvantaged learners is also smaller in Kirklees than the national gap.

Writing - In writing the proportion of disadvantage learners meeting the standard has increased year on year since 2018 closing the gap with national from 6% in 2016 to 4.9% in 2018. Disadvantaged boys in Kirklees have the widest gap with their national comparators at 5.6%.

Maths - Whilst attainment of all pupils in maths has remained the same as 2017, disadvantaged learners in Kirklees continue to diminish the difference with national comparators. The gap has reduced from 4.5% in 2016 to 4.1% in 2018. The gap between disadvantaged and non-disadvantaged learners is bigger for boys in Kirklees.

*PS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

GPS - In 2018, disadvantaged learners in Kirklees attained significantly lower outcomes than non-disadvantaged Kirklees learners for GPS. Whilst disadvantaged learner in Kirklees made improvements at a faster rate than their national comparators, the attainment of non-disadvantaged learners dropped slightly in Kirklees, widening the gap.

6.1.7 Progress: KS1 – KS2 progress scores for pupils within the disadvantage group (LAIT)

Between the end of KS1 and KS2, pupils within the disadvantaged group made significantly less progress than their national comparators. There is a gap of 0.90 between Kirklees disadvantaged learners and non-disadvantaged learners in each subject area. Kirklees disadvantaged learners in all subjects moved up the national ranking by 8 places in Reading (to rank 135), 4 places in writing (to rank 134) and 10 places in maths (to rank 100) moving into band C. Non disadvantaged learners slipped down the ranking in both reading and maths.

6.1.8 KS4 Attainment 8 for disadvantaged learners

In 2018, pupils from the disadvantage group attained a higher average score than the Yorkshire and the Humber region but significantly below their national counterparts in the 'All pupils' and 'Girl' groups. Due to the change in assessments the attainment 8 score between 2017 and 2018 are not comparable, however the ranking can be compared. The LA remained the same for Kirklees disadvantaged learners (rank 80 band C) and moved up 3 places for non-disadvantaged learners to rank 93 Band C.

6.1.9 KS4 Progress 8 for disadvantaged learners

For pupils within the disadvantage group, the average progress score was -0.40 which is above national average progress and above the floor standard. For pupils not in this group, the progress score was +0.08, indicating above national. The ranking for disadvantaged learners' progress in now in quartile band B and ranked 48, Non disadvantaged learners have slipped 18 places down the ranking in 2018 to rank 91.

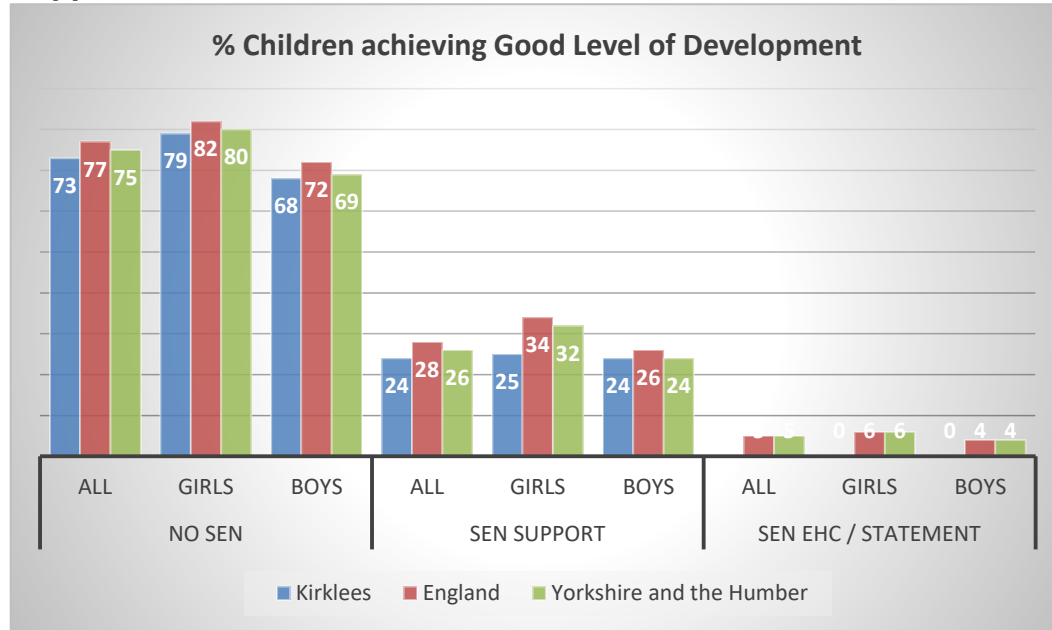
7.1

7.1.1 2018 EYFS: Special Educational Needs

In 2018, 371 EYFS pupils (96 girls, 275 boys) received SEN support and 69 EYFS pupils (19 girls, 50 boys) have a statement or an Education Health and Care Plan. For SEN EHCP / Statement, this equates to 1.3% compared to 1.4% nationally; and for SEN support 6.9% of Kirklees EYFS children, compared with 7.26% nationally. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Suppressed data *



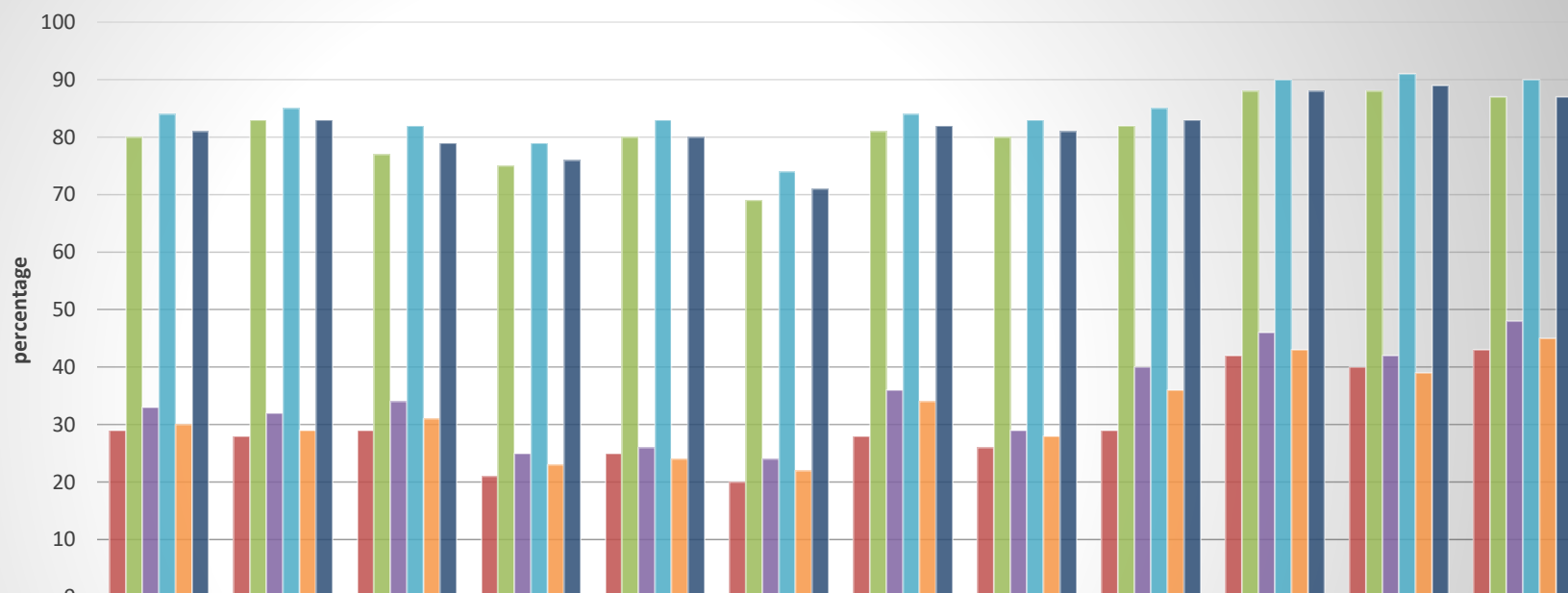
In the past SEN learners with a statement have performed broadly in line with, or better than this group nationally. However in 2018, SEN EHC/S boys (50 boys in total) had significant gaps in the Prime areas of learning, which impacted on the GLD scores for this group and the overall local authority GLD outcome.

SEN learners without a statement (SEN support) are losing ground against national learners for the third consecutive year. Our SEN children are considerably behind Y&H learners in SEN support. SEN support is a school applied threshold. The difference between Kirklees, Y&H regions and national suggests that there needs to be further investigation around early identification and intervention of these children.

7.2.1 KEY STAGE 1: SUB-GROUPS OF PUPILS: PUPILS RECEIVING SEN SUPPORT, WITH SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH CARE PLANS

In 2018, 686 KS1 pupils received SEN support and 108 KS1 pupils have a statement or an Education Health and Care Plan. In 2018, the proportion of children in year 2 with an EHCP / S was 1.9% compared to 2.1% nationally and 12% of the population had SEN support, compared with 11.9% nationally. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

% of pupils attaining expected standards in SEN Support

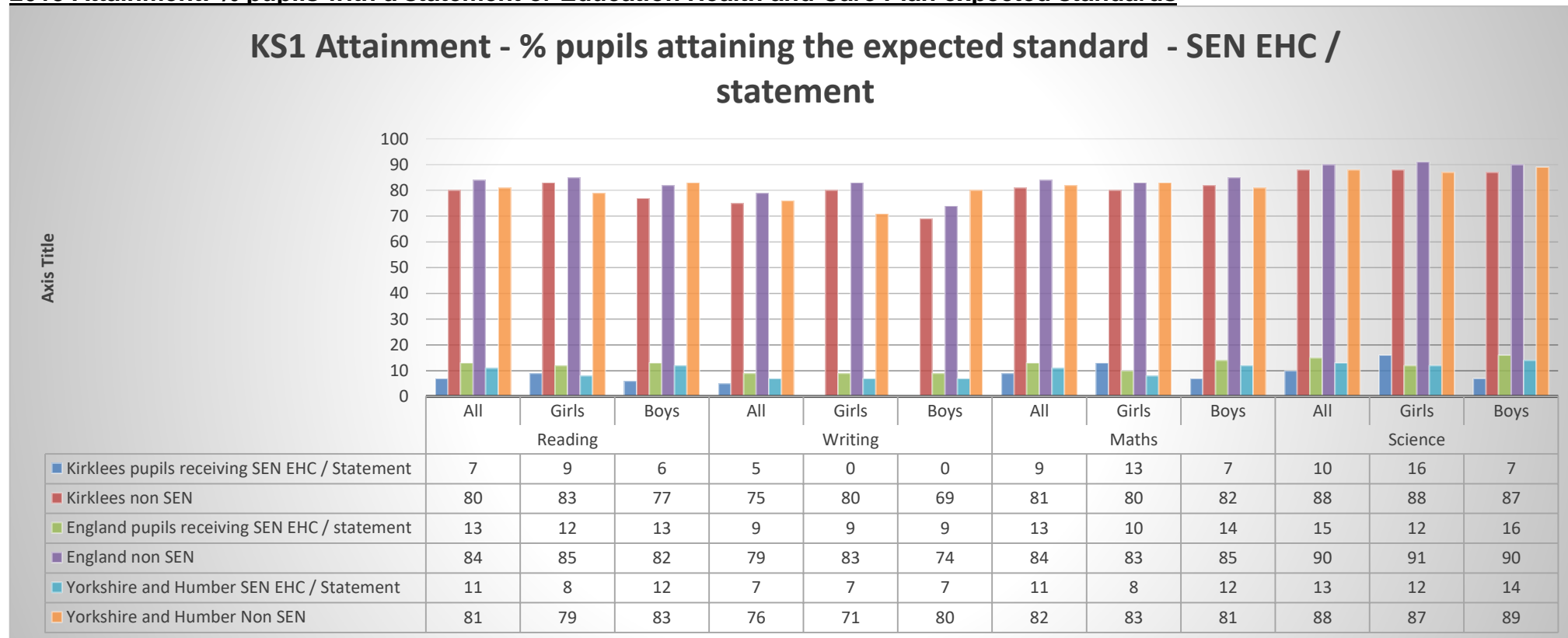


	Reading	Writing	Maths	Science
Kirklees pupils receiving SEN support	29	21	28	42
Kirklees non SEN	80	75	81	88
England pupils receiving SEN support	33	25	36	46
England non SEN	84	79	84	90
Yorkshire and Humber SEN support	30	23	34	43
Yorkshire and Humber non SEN	81	76	82	88

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

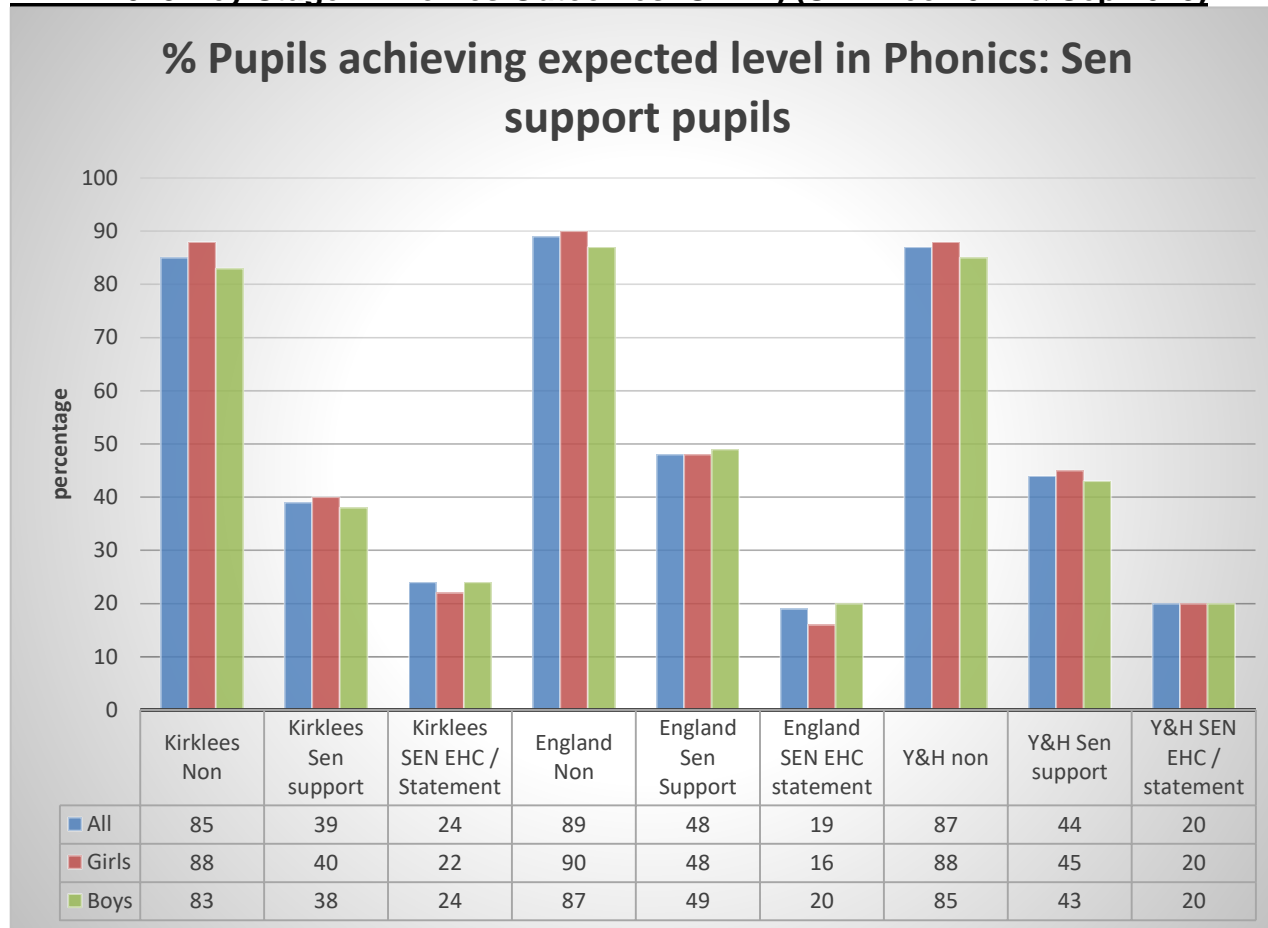
In 2018, an increase in attainment was seen in all measures and the gap with national reduced significantly in reading, writing and science. (The writing measure cannot be compared with 2016/2017). In Kirklees the SEN support group continue to attain significantly lower than national comparators in all subject areas. Girl's attainment is lower than boys in all areas except writing. The largest gap exist in maths, particularly boys (11% gap). The Kirklees gender gap has reduced in all areas except science. The gender gap in Kirklees is smaller than the Kirklees national gap in all areas except in writing.

2018 Attainment: % pupils with a statement or Education Health and Care Plan expected standards



The percentage of children with an EHC or statement meeting the expected standard in reading writing and science at KS1 saw a significant decrease in 2018. Girls achieved better than boys in all subject areas, which is indirect proportion to national data. There is a downward trend for attainment of children on EHCP plans over three years.

7.2.2 2018 Key Stage 1 Phonics Outcomes: SEND) (SFR Dec 2017 & Sep 2018)



The largest pupil characteristics attainment gap is between pupils with special educational needs (SEN) and those with no identified SEN, with less than half of pupils with SEN meeting the standard (35.2%) and 85.8% of pupils with no identified SEN meeting the expected standard. The gap between these groups is 50.2 percentage points.

EHCP children are achieving above national averages with girls achieving 6 percentage points higher than EHCP girls nationally. Children with 'SEN support' have improved by 5 percentage points (for both genders) but the gap remains between 8 and 11 points below national comparators.

7.3.1 KEY STAGE 2: SUB-GROUPS OF PUPILS: PUPILS RECEIVING SEN SUPPORT, WITH SPECIAL EDUCATIONAL NEEDS OR EDUCATION HEALTH CARE PLANS. This data has not been updated for 2018 publically

In Kirklees, within primary aged schools, 684 pupils receive SEN support and 155 pupils have a statement or an Education Health and Care Plan. SEN pupils are categorised as 'SEN with a statement or Education, health and care (EHC) plan' and 'SEN support'. For the purposes of this report, outcomes for pupils receiving SEN support in school are reviewed separately from outcomes for pupils with either a statement or an Education Health and Care Plan.

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Attainment of pupils at the end of KS2 in Reading, writing and maths by SEN Provision – LAIT

RWM Combined 2018	% Pupils with no identified SEN			% SEN Support			% SEN with a statement or EHC plan		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Kirklees	55.0	65.0	70.0	11.0	13.0	18.0	3.0	8.0	11.0
Yorkshire & Humber	58.0	67.0	72.0	14.0	17.0	22.0	6.0	7.0	8.0
Statistical Neighbours	60.7	68.4	72.8	14.0	18.3	23.6	7.0	7.8	8.9
England	62.0	71.0	74.0	16.0	21.0	24.0	7.0	8.0	9.0
Kirklees National Ranking		135 (D)	129 (D)		142 (D)	139 (D)		60 (C)	37 (B)

A year on year increase has been seen in the RWM combined measure since 2016, for both Kirklees SEN support and SEN EHC / statement pupils. Despite moving up the national ranking from 142 to 139 (band D) in 2018, the rate of improvement seen over the last 3 years for SEN support children has been slower than that of national and regional comparators. Children in receipt of an EHC plan or a statement have improved at a faster than national and regional pace over the past 3 years and the percentage of these children in Kirklees attaining the combined measure at the expected standard is 2 % higher than that seen nationally. As a result of this the LA has moved 23 positions up the national ranking to 37 in band B.

Reading - Whilst children in Kirklees identified as SEN support have made year on year increase in reading this has occurred at a slower than national rate and therefore the gap with national has grown to 10.2% below national. This means in 2018 approximately 70 SEN support children didn't achieve the expected standard in reading that may have done elsewhere. Kirklees children with an EHC or statement however, have made better than national progress and 1.8% more children in Kirklees attain the expected standard in Reading compared to national.

Writing - Similarly in writing Kirklees SEN support children have made year on year improvements, however these improvements have been at a slower than national pace and as such the gap between Kirklees SEN support and SEN support children national has almost doubled (5.3% behind national). Kirklees children in receipt of an EHCP or a statement achieve 0.2% better than national SEN EHCP / statement children following three year of better than national improvements in attainment.

Maths - In keeping with reading and writing, attainment at the expected level for Kirklees SEN support children has also seen a year on year increase at a slower than national rate. The gap between local and national SEN support children has increased to 9.7% below in 2018 (was 3.8% in 2016). For children with an EHCP or statement, the percentage of children attaining the expected standard has increased by 9.2 % in the last 3 years and is now 2.2% above the proportion of similar children attaining the expected standard in maths.

Progress: KS1 – KS2 progress scores for pupils by SEN Provision (LAIT)

2018	% Pupils with no identified SEN			% SEN Support			% SEN with a statement or EHC plan		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Kirklees	-0.70	-0.60	-0.30	-3.00	-2.90	-2.50	-4.1	-4.6	-3.6
Yorkshire & Humber	0.10	0.60	0.40	-1.20	-1.79	-0.90	-3.7	-3.9	-3.5
Statistical Neighbours	0.23	0.47	0.41	-0.86	-1.68	-0.80	-3.19	-3.64	-3.63
England	0.30	0.50	0.30	-1.00	-1.80	1.00	-3.8	-4.1	-3.8
Kirklees National Ranking	145 (D)	142 (D)	118 (D)	148 (D)	129 (D)	144 (D)	91 (C)	93 (C)	66 (B)

Between the end of KS1 and KS2, pupils receiving SEN support made less progress than other SEN support pupils nationally. This has seen the Kirklees drop down the ranking in maths to rank 144. Despite less than national progress in both reading and writing the ranking has remained the same in reading at rank 148 and has moved up in writing to rank 129. Kirklees children with SEN EHCP or statement have moved up the national rank to band B. The most significant increase has been seen in maths where Kirklees has moved from rank 124 (band D) in 2017 to 66 (band B) in 2018. Reading is now rank 91 and writing rank 93 both in band C.

7.4 Key Stage 4 Attainment 8: Pupils with special educational needs receiving SEN support in school or with a statement / Education Health Care plan

Children with an EHCP continue to improve and now achieve an attainment 8 score above national. This group have moved up 47 positions on the la ranking to rank 66 Band B. Both girls and boys with SEN support are now below the average score for group nationally and as such have move down the ranking to band D rank 123. Children with No Sen needs are slowly rising in ranking and are now rank 98 Band C.

7.4.1 Key Stage 4 Progress 8: Pupils with special educational needs receiving SEN support in school or with a statement / Education Health Care plan

Progress of SEN support boys is a particular area for improvement. Improvements in the ranking position has been seen for EHCP children for progress and attainment, the opposite has been seen for SEN support with ranking and band dropping into Band C.

8.1.1 Kirklees outcomes compared with the National Floor Standard and new DFE Coasting measures

The number of schools below the national floor standard at KS2

KS2 schools below the floor target	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	6	6	7	8	6	7
Yorkshire & Humber	5	81	4	62	3	44
Statistical Neighbours	4.20	4.20	4.40	4.70	2.38	2.2
England	5	665	4	511	3	364
Kirklees National Ranking	106		131		85	
Quartile Banding			D		D	

The number of schools below the national floor standard at KS4

KS4 schools below the floor target	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	8.0	2	7.7	2	8.0	2
Yorkshire & Humber	8.0	23	7.6	22	6.8	19
Statistical Neighbours	12.22	3	12.68	3	13.59	2.80
England	9.3	282	12.0	365	11.6	346
Kirklees National Ranking	74		48		63	
Quartile Banding			B		B	

8.1.2 % of primary schools meeting the coasting criteria

KS2 schools meeting the coasting criteria	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	10	10	13	14	11	11
Yorkshire & Humber	4	59	5	77	5	77
Statistical Neighbours			4.40		4.44	
England	3	477	4	524	5	640
Kirklees National Ranking			147		104	
Quartile Banding			D		D	

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

1000

% of secondary schools meeting the coasting criteria

KS4 schools meeting the coasting criteria	2016		2017		2018	
	%	No	%	No	%	No
Kirklees	8.7	2	12.5	3	16.7	4
Yorkshire & Humber	10.6	28	8.90	24	5.5	14
Statistical Neighbours	17.68	4.10	13.89	3.40	13.7	3.00
England	11.3	319	9.6	271	9.2	257
Kirklees National Ranking	66		99		112	
Quartile Banding			C		C	

APPENDIX 1: List of Kirklees' Statistical Neighbours in 2016

The following local authorities are deemed, by the DfE, to be statistically similar to Kirklees and are used to compare outcomes locally with similar areas in England

- Bolton
- Calderdale
- Bury
- Dudley
- Derby
- Lancashire
- Stockton-on-Tees
- Leeds
- Rochdale
- Telford & Wrekin

APPENDIX 2:

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification, or both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Progress 8

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement – their Attainment 8 score – with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. When including pupils at special schools the national average is not zero as Progress 8 scores for special schools are calculated using Attainment 8 estimates based on pupils in mainstream schools. In 2018, Progress 8 has been adjusted to take account of a small number of cases where pupils can have extremely negative progress scores that disproportionately affect a school's overall progress score. For more information please see the secondary accountability guidance.

Attainment in English and maths (9-5)

This measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. Pupils can achieve the English component of this with a grade 5 or above in English language or literature. There is no requirement to sit both exams.

The English Baccalaureate (EBacc) entry

The EBacc was first introduced into the performance tables in 2009-10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.

EBacc average point score

From 2018, the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

APPENDIX 3 – context EYFS

TBC

APPENDIX 4 – Context KS1

Pupils			Proportion	
			LA	National
Summary	All Pupils	5672	100%	100%
Gender	Male	2906	51%	51%
	Female	2766	49%	49%
Prior Attainment	Higher attainers	1972	35%	35%
	Middle attainers	1749	31%	32%

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

	Lower attainers	1814	32%	29%
Pupil Premium	FSM (in last 6 years)	1105	19%	20%
	Not FSM (in last 6 years)	4517	80%	79%
FSM	FSM	1030	18%	14%
	Not FSM	4592	81%	86%
Term of Birth	Summer Term	1891	33%	34%
	Spring Term	1823	32%	32%
	Autumn Term	1958	35%	34%
SEN Group	SEN Support	621	11%	12%
	EHC Plan	93	2%	2%
EAL	First language not English	1547	27%	20%
	First language English	4075	72%	79%
Ethnicity	White	3542	62%	74%
	Black Caribbean	201	4%	3%
	Black African	112	2%	5%
	Indian	297	5%	3%
	Pakistani	1071	19%	4%
	Bangladeshi	17	0%	2%
	Other Asian	192	3%	3%
	Chinese	15	0%	0%
	Any Other	169	3%	4%
	Unknown	32	1%	1%
	No Ethnicity Data	24	0%	0%

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

APPENDIX 5 – Context KS2

Pupils			Proportion	
			LA	National
Summary	All Pupils	5311	100%	100%
Gender	Male	2661	50%	51%
	Female	2650	50%	49%
DFE Prior Attainment	Higher attainers	1682	32%	31%
	Middle attainers	2962	56%	55%
	Lower attainers	488	9%	9%
Pupil Premium	FSM (in last 6 years)	1582	30%	30%
	Not FSM (in last 6 years)	3707	70%	69%
FSM	FSM	1144	22%	15%
	Not FSM	4145	78%	85%
FSM Ever	FSM (ever)	1599	30%	31%
	Not FSM (ever)	3690	69%	69%
Term of Birth	Autumn Term	1791	34%	33%
	Spring Term	1693	32%	32%
	Summer Term	1827	34%	35%
SEN Group	SEN Support	684	13%	15%
	EHC Plan	155	3%	3%
	No SEN	4472	84%	82%
PSAL	First language not English	1541	29%	20%

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

	First language English	3770	71%	80%
Mobility	Joined in Y5 or Y6	631	12%	7%
	Joined before Y5	4680	88%	93%
Ethnicity	White	3325	63%	74%
	Black Caribbean	187	4%	3%
	Black African	97	2%	6%
	Indian	335	6%	3%
	Pakistani	1012	19%	4%
	Bangladeshi	17	0%	2%
	Other Asian	171	3%	3%
	Chinese	13	0%	0%
	Any Other	131	2%	4%
Unknown	23	0%	1%	

APPENDIX 6 – Context KS4

Pupils		Proportion		
		LA	National	
Summary	All Pupils	4560	100%	100%
Gender	Male	2298	50%	51%
	Female	2262	50%	49%
DFE Prior Attainment	Higher attainers	1733	38%	39%
	Middle attainers	1944	43%	42%

*KS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

	Lower attainers	729	16%	14%
Pupil Premium	FSM (in last 6 years)	1172	26%	26%
	Not FSM (in last 6 years)	3374	74%	72%
FSM	FSM	923	20%	13%
	Not FSM	3623	79%	86%
FSM Ever	FSM (ever)	1513	33%	33%
	Not FSM (ever)	3033	67%	66%
Term of Birth	Autumn Term	1582	35%	33%
	Spring Term	1447	32%	32%
	Summer Term	1531	34%	34%
SEN Group	SEN Support	400	9%	12%
	EHC Plan	180	4%	4%
	No SEN	3976	87%	84%
EAL	First language not English	1039	23%	16%
	First language English	3521	77%	84%
Mobility	Joined in Y10 or Y11	131	3%	4%
	Joined before Y10	4429	97%	96%
Ethnicity	White	2900	64%	75%
	Black Caribbean	164	4%	3%
	Black African	58	1%	5%
	Indian	284	6%	3%
	Pakistani	880	19%	4%

*PS2 data provided by [SFR \(Dec 18\)](#), LAIT and NEXUS where no published data is available, EYFS, KS1 and phonics data is provided by [SFR](#) & LAIT

Bangladeshi	11	0%	2%
Other Asian	148	3%	3%
Chinese	15	0%	0%
Any Other	75	2%	3%
Unknown	21	0%	1%
No Ethnicity Data	4	0%	1%

This page is intentionally left blank

Name of meeting: Cabinet
Date: 19th February 2019
Title of report: Huddersfield Heritage Led Regeneration Scheme (HLR)

Purpose of report

To seek approval to develop a scheme for the improvement of shop fronts, the creation of viable new uses within the upper floors of the buildings through grant aid and to consider enforcement measures to facilitate the same objectives within Huddersfield town centre.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Yes - as spend shall be more than £250K
Key Decision	Yes it involves spend of over £1.20m
The Decision - Is it eligible for "call in" by Scrutiny?	Yes
Date signed off by Strategic Director & name Is it also signed off by the Service Director for Finance? Is it also signed off by the Service Director for Legal Governance and Commissioning?	Karl Battersby - 6.02.2019 Eamonn Croston - 8.02.2019 Julie Muscroft - 7.02.2019
Cabinet member portfolio	Cllr P McBride- Economy

Electoral wards affected: Newsome

Ward councillors consulted: Cllr Allison, Cllr Cooper, Cllr Stewart-Turner,

Public or private: Public

GDPR - This report contains no information that falls within the scope of the General Data Protection Regulation.

1 Summary

- 1.1 This report seeks approval to develop a scheme for the improvement of shop fronts, the creation of viable new uses and to consider enforcement measures to facilitate the same objectives.
- 1.2 It sets out a number of key areas of activity which need to be progressed prior to finalisation of the above, which will be considered by Cabinet.
- 1.3 These areas of activity will cover all the Huddersfield Town Centre Conservation Area but have a specific focus on the “Old Town” area of the town centre including John William Street, Westgate and Northumberland Street among others. It is also felt appropriate to include Cross Church Street and New Street areas to help support proposed public realm improvements
- 1.4 In particular it sets out detail of:-
 - To seek the necessary funding required
 - The issues of the town centre heritage
 - How the scheme will aid the delivery of the Huddersfield Town Centre Masterplan
 - Requirement of any enforcement action to be taken
 - Delivery of a Conservation Area Appraisal and Management Plan
 - Delivery of a Design Guide for Huddersfield
 - Partners in the delivery of the scheme
 - Authority to enter into discussions with outside funding agencies.

2 Information required to take a decision

- 2.1 Concern has been raised over a number of years in regards to the condition of the shop fronts and vacancy rates in both the ground and upper floors of buildings in the Huddersfield Conservation Area. The current appearance of many of the shop fronts is a result of many factors including a legacy of poor workmanship, display of ill-considered advertisements, lack of maintenance and some unauthorised alterations. The combination of these factors fail to contribute to the significance of the buildings and the conservation area as a whole. Due to this the Huddersfield Conservation Area was included on Historic England’s Heritage at Risk Register.
- 2.2 To seek to understand the town centre, its issues and opportunities, along with the need to carry out preparatory work for the Huddersfield Area Action Plan consultants have been commissioned to carry out a Masterplan for the town centre. Early indications are that the poor quality of the shop fronts and the vacancy rates are having a negative effect on the economic viability of the area. Equally there may be a need to re-imagine the town in terms of the uses within certain areas.

- 2.3 Discussions have been held with representatives of the Huddersfield Civic Society who have raised their concerns over the poor quality and the recent changes to some shop fronts that do not have planning permission. Whilst they suggested enforcement action be taken, due to the length of time some of the shop fronts have been this way and because of generous deemed consents for the display of advertisements, such action would not be enough on its own. Grant funding, along with the production of a design guide and proactive enforcement action may provide a greater solution to the problem. Equally if grant funding was offered for the building as a whole rather than just shop fronts, including empty floor space conversion, then the viability of the area would increase.
- 2.4 Due to the inclusion of the conservation area in the 2018 and soon to be published 2019 Heritage at Risk Register, discussions have been held with Historic England to see how and what improvements can be made to ensure that the town is removed from the Register by 2021.
- 2.5 Early considerations are that a scheme, based upon the principles of the Heritage Lottery Fund's former Townscape Heritage Initiative and Historic England's Heritage Action Zone, may resolve most of the issues. New guidance on how such schemes will work and the exact issues the grants will help solve is expected in February 2019. However, notwithstanding this at this stage external funding has not fully been considered, firstly because the Heritage Lottery Fund does not offer area based grants at the moment and secondly due to some of the buildings being in Council ownership, albeit on long term repair leases, means that funding from external sources may not be forthcoming. Another issue to consider is that should we need to take enforcement action then this would not attract external funding whereas, the offer of funding from a Council grant scheme may achieve the desired effect.

3 Implications for the Council

3.1 Working with people

- 3.1.1 Relationships with property owners and tenants will be important from the outset so that views and opinions over how the area can be improved can be gained. Such views and opinions will be important for the success of the scheme.
- 3.1.2 As part of the grant scheme public consultation will be carried out and workshops carried out with owners and tenants. When schemes for the improvement of the buildings are to be submitted, including the change of use for unoccupied floor space, discussions will be held to ensure that the proposals are of good design and sustainable for the future.

3.2 Working with partners

- 3.2.1 Approval is sought to enter into discussions with Historic England (Heritage Action Zone grant), Heritage Lottery Fund and possibly other funders such as the Architectural Heritage Fund. At this stage it is not clear that funding will be available due to the limited information that is available from each of the grant bodies. Working in partnership is a key requirement of all of the grant funders where the engagement of local

business groups and the Civic Society will be paramount to the success of the scheme.

3.3 Place Based Working

- 3.3.1 The HLR, which is located within Huddersfield Town centre, will reflect the diversity of its immediate population, which is mixed and evident particularly through the retail/food offer in the town. The diversity of the area is a strength of the town, which certainly can be built upon, to bring vibrancy and stimulate activity in the town centre.
- 3.3.2 Through delivery of the HLR over the forthcoming years engaging directly with property owners, tenants, residents, and local groups, with the support of local ward Councillors will gain a real understanding of the issues and needs of the area.
- 3.3.3 Through this understanding it will allow the HLR to tailor it's approach, in helping and encouraging applicants, with their formulation of property improvements, which not only meets their operational needs, but also that of the HLR in terms of 'Conservation Standards' and the Council's objectives of improving 'Place' and 'Economy'.
- 3.3.4 The refurbishment of several key properties will contribute to the attractiveness of the area by bringing a derelict premises back in to use, thus being more welcoming to customers and improving the perception of the area. The scheme will enhance the streetscape and raise the quality of the town centre environment, particularly in the area of focus around the 'old town' of Huddersfield.

3.4 Improving outcomes for children

No Implications

3.5 Other (Legal/Financial or Human Resources)

Financial

- 3.5.1 It is proposed that to make the necessary impact in the area, a fund of £1.2m shall be set up from the Capital allocation of £30m for the Regeneration of Huddersfield Town Centre. This fund will then be used to offer grants to third parties and, subject to partner agreement, to secure match funding from other funding bodies such as the Heritage Lottery Fund, Historic England and the Architectural Heritage Fund if available.

Legal

- 3.5.2 It will be a requirement that any grant recipient must enter into a grant agreement that will be drawn up by the Council's legal team. The grant agreement will impose conditions upon the grant recipient that will be similar to conditions contained in third party grants that have been made under other Heritage led Schemes in the Council's area.

- 3.5.3 As part of any application for funding from the individual property owners Legal would have to confirm that any award of grant to a recipient would either be in compliance with the European Union 'State Aid' General Block Exemption Rule (GBER), of Article 53 or would fall within the de minimis exemption of the State Aid Rules.
- 3.5.4 The applicant will enter into an agreement with the Council for the grant; the agreement for the works is between the applicant and contractor. The applicant is then responsible for paying the contractor and a 10% retention is also held until final completion of the project.

4 Consultees and their opinions

- 4.1 Local Ward Councillors have been consulted on the proposal and are supportive of the scheme.
- 4.2 At this time extensive consultations have not taken place although discussions have taken place with the Huddersfield Civic Society who are supportive of the scheme. It is proposed to carry out further consultation as part of the proposed Area Action Plan for Huddersfield and with the property owners and tenants. Discussions will be had with the aforementioned grant giving bodies.

5 Next steps and timelines

- 5.1 There are various packages of work that will need to be carried out as part of the scheme, firstly to understand the area involved and the issues that need to be resolved either through enforcement action where necessary or the offer of grant funding to achieve the outcomes of the scheme.

5.1.1 Town Centre Audit

An audit of the area outlined above needs to be carried out. Such an audit would include an assessment of the issues affecting the town centre and the buildings themselves. This would focus on where enforcement action would achieve the outcomes, which properties that would benefit from funding where enforcement is unnecessary and the amount of funding required. This audit has begun with a survey of the area in regards to enforcement issues

5.1.2 Definition of the area

It is proposed that the whole of the Huddersfield Town Centre Conservation Area (see Appendix 1) forms the area for overall funding but the main area of focus will be in the 'old town' area of the town centre focussing on John William Street, Westgate, Northumberland Street and Station Street (see Appendix 2). These areas were considered due to the poor quality of the shop fronts and the lack of viable uses in the upper floors, the close relationship with the railway station and the 'entrance' to the town centre and the outcomes of the forthcoming Town Centre Masterplan. The proposed masterplan will look at new uses in the town and how these can be delivered so it is proposed that this regeneration scheme will be aligned to this to ensure that the required delivery is achieved.

5.1.3 Enforcement

As part of the audit, consideration will be given to the need to take action where shopfronts and signage have been erected without the benefit of Planning Permission, Listed Building Consent or Advertisement Consent. Initial scoping exercise of the town centre suggests a number of the shop fronts and advertisements do have the benefit of consent or are lawful due to the period of time the alterations have been carried out. However, in certain cases alternative enforcement tools maybe considered where the appearance is significantly harmful. The poor quality of the shop fronts and advertisements does have a negative impact upon the conservation area and is a reason why the area is considered to be at risk. However, until a full audit is carried out the scope of enforcement action is unknown but where it is felt that where action can be taken all necessary notices will be considered. As discuss above, the enforcement part of the audit has commenced and following a full survey a schedule of required actions will be undertaken early in the New Year.

5.1.4 Funding

To enable the works to be carried out the audit will identify the properties, the work necessary to each building and where properties will benefit from the upper floors being converted to residential uses. The scheme will be based on the current Townscape Heritage Initiative Grant and the soon to be launched Heritage Action Zone in Dewsbury where numerous properties have been converted and new shop fronts added. Based on this scheme, the average grant is between 70% and 80% of the total costs of refurbishment and replacement shop fronts. It is likely though considering the need for significant works and for the scheme to have a high level of uptake, a grant of 80% may have to be offered. An average shop front of a suitable design will likely to cost in the region of £16,000 to £20,000 depending on the amount of work necessary. Conversion of upper floors will cost around £100,000 to £150,000 dependant on the scale of the works; any grant will only cover works up to 'first fix' and will not include decoration of fittings. The audit will look towards the number of properties and the scale of the grant needed but based on the scheme at Dewsbury it is likely that the amount of funding needed to make an impact will be in the region of £1.2 million.

However, due to the amount of funding required it is felt that negotiations should take place with the Heritage Lottery Fund. Currently there are no area based lottery funded schemes until their strategic framework is released in February 2019 and it is likely that there will only be one over-arching grant scheme covering a number of funding types. However, the HLF are inviting discussions with possible bidders to seek advice prior to the grant scheme is released.

Discussions are to take place with Historic England in relation to their Heritage Action Zone grant scheme where the Council have been successful in securing funding from them for the Daisy Hill Area of Dewsbury. Due to the Huddersfield Town Centre Conservation Area being on their At Risk Register Historic England may look

sympathetically at a bid for Huddersfield under this scheme. This would look towards up to 50% of the costs of targeted buildings being restored and put into a new use. Therefore the Council's budget for this scheme would go further. The recent budget released £40m to Historic England for another round of funding bids and it is felt opportune that discussions are held at this time.

As well as the £40m allocated to Historic England from the recent budget, a further £15m was allocated to the Architectural Heritage Fund under their Transforming Places Scheme. The scheme is to support:-

- Investment to assist the delivery of an estimated 150-200 projects across England, including exemplar, scalable schemes, such as 'retail to residential' pilots, workspaces and cultural venues
- In partnership with the National Trust, the piloting of new social enterprise 'heritage development trusts' to investigate taking ownership of and developing historic buildings in urban and town centres
- A team of AHF project advisors to support schemes for the delivery of new uses of historic buildings on high streets
- Increased investment into alternative use feasibility studies and 'meanwhile uses' for existing building

The proposed masterplan is looking at, amongst other issues, rebranding of certain areas of the town centre, which could bring new uses and vibrant places to live, shop and work. Areas such as around the open market and Northumberland Street could benefit from the approach of the Transforming Places Scheme

5.1.5 Conservation Area Appraisal and Management Plan

To fully understand the character, significance and the issues within the conservation area it is felt that the area should be assessed and a management plan drawn up to guide the future development of the town. This in turn will provide a focus to improve those areas highlighted in the appraisal which have the greatest impact upon its significance. An appraisal is often required to be carried out as part of any bid for external grant funding, with most grant schemes able to make a contribution to the cost of consultants carrying out the work. Once complete the management plan will be subject to a period of public consultation before formal adoption by the Council. Once adopted the appraisal and management plan will be part of the decision making process of any planning applications in the area as well as being able to be used as part of any further future funding bids.

5.1.6 Design Guide

To secure good quality shop fronts, advertisements and streetscape it is proposed that as part of the scheme a Design Guide will be produced. There is such a guide for Dewsbury which has proven to be popular with planning agents and building owners leading to securing well designed shop fronts in that town centre. Working with the Huddersfield Civic Society, who have already commenced a draft document, it is proposed that such a document is formalised and used as part of the planning process. To enable new uses in the buildings

and to support possible improvement of the night time economy the Design Guide should look at how sensitive alterations could be carried out to historic buildings to comply with Environmental Health requirements. It is anticipated that such a design guide will be drafted, subject to approval, in spring 2019.

5.1.7 Future management of the scheme

It is suggested that the day to day Project Management of the scheme will be carried out utilising existing resources within the Investment Service. Due to the success of the THI and the launch of the Dewsbury HAZ there is a great deal of experience in delivering a heritage led regeneration scheme. Should external grant funding be sought and secured, the post of a Project Officer could be part of the bid. However, due to the external funding not being discussed yet it is too early to give a commitment to such a post.

6 Officer recommendations and reasons

- 6.1 That resources of £1.2m be approved to support the installation of shop fronts and secure more viable uses where necessary. This will be taken from the Town centre Capital allocation.
- 6.2 That the Strategic Director for Economy and Infrastructure be authorised to set up a grant scheme for the award of third party grants to owners of properties for the purposes of the installation of shop fronts and/or for the purposes of securing more viable uses where appropriate
- 6.3 That the Strategic Director for Economy and Infrastructure be authorised to enter into discussions with the Heritage Lottery Fund, Architectural Heritage Fund and Historic England to secure possible funding for the scheme
- 6.4 That the Strategic Director for Economy and Infrastructure be authorised to enter into discussions with the Huddersfield Civic Society to join the scheme as partners and secure the publication of a Huddersfield Town Centre Design Guide.
- 6.5 That the Strategic Director for Economy and Infrastructure be authorised to take any necessary enforcement action to secure better quality shop fronts and advertisements.

7 Cabinet portfolio holder recommendation

- 7.1 Councillor McBride supports the report but requests that further checks be made around enforcements for the town centre. The report highlights the need to carry out an audit of the buildings and continue to take enforcement action where necessary.

8 Contact officer

Nigel Hunston
Group Leader (Conservation and Design)
01484 221000
nigel.hunston@kirklees.gov.uk

9 Background Papers and History of Decisions

Map of the Huddersfield Town Centre Conservation Area
Map of the focus area.

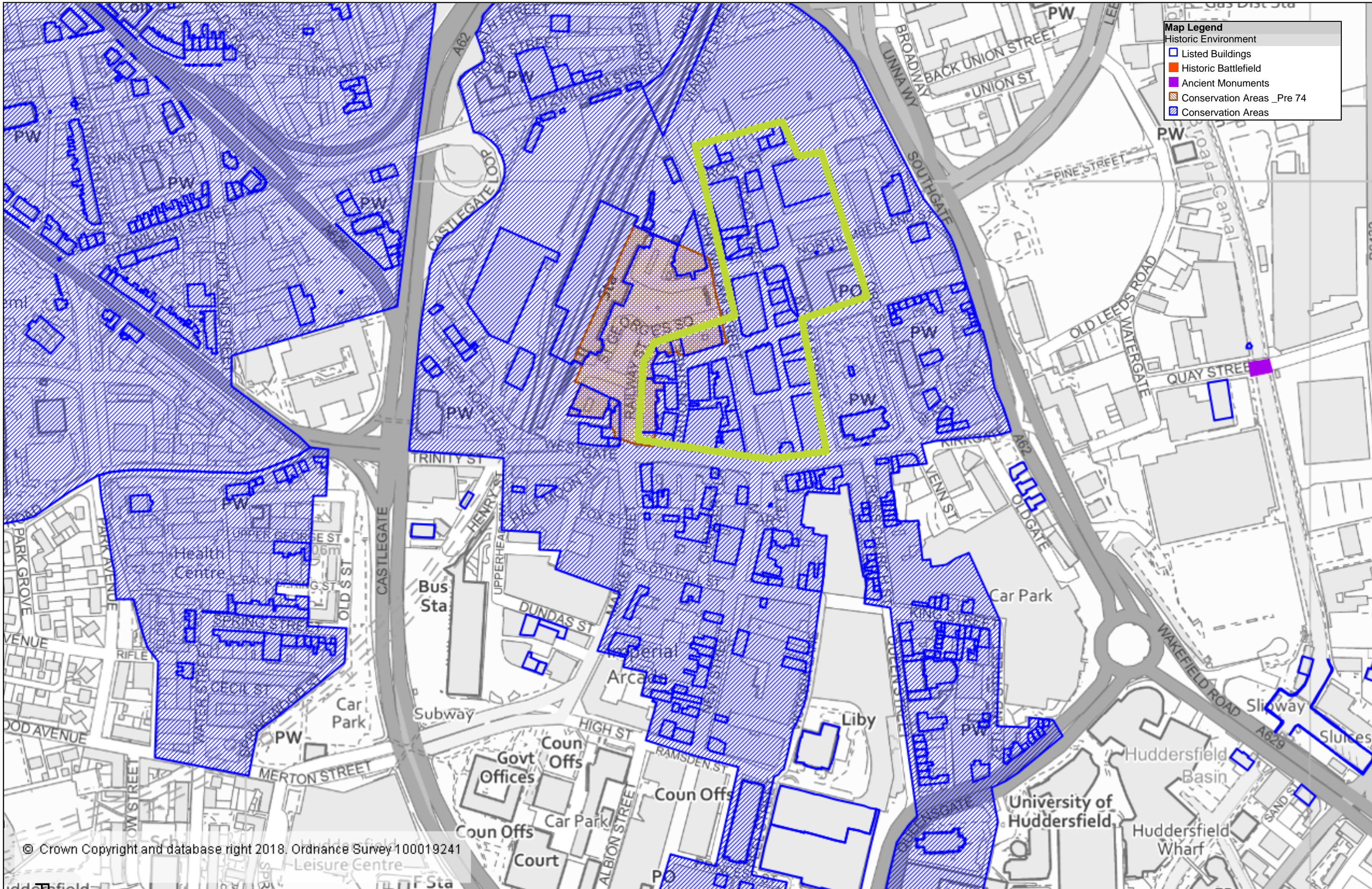
10 Strategic Director responsible

Karl Battersby
Strategic Director - Economy and Infrastructure
01484 221000
karl.battersby@kirklees.gov.uk

This page is intentionally left blank

Map Legend

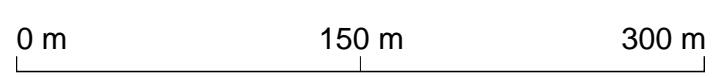
- Historic Environment
- Listed Buildings
- Historic Battlefield
- Ancient Monuments
- Conservation Areas _Pre 74
- Conservation Areas



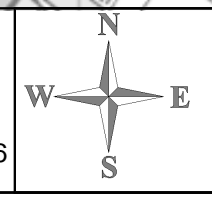
© Crown Copyright and database right 2018. Ordnance Survey 100019241

Heritage Plan

29-Nov-2018

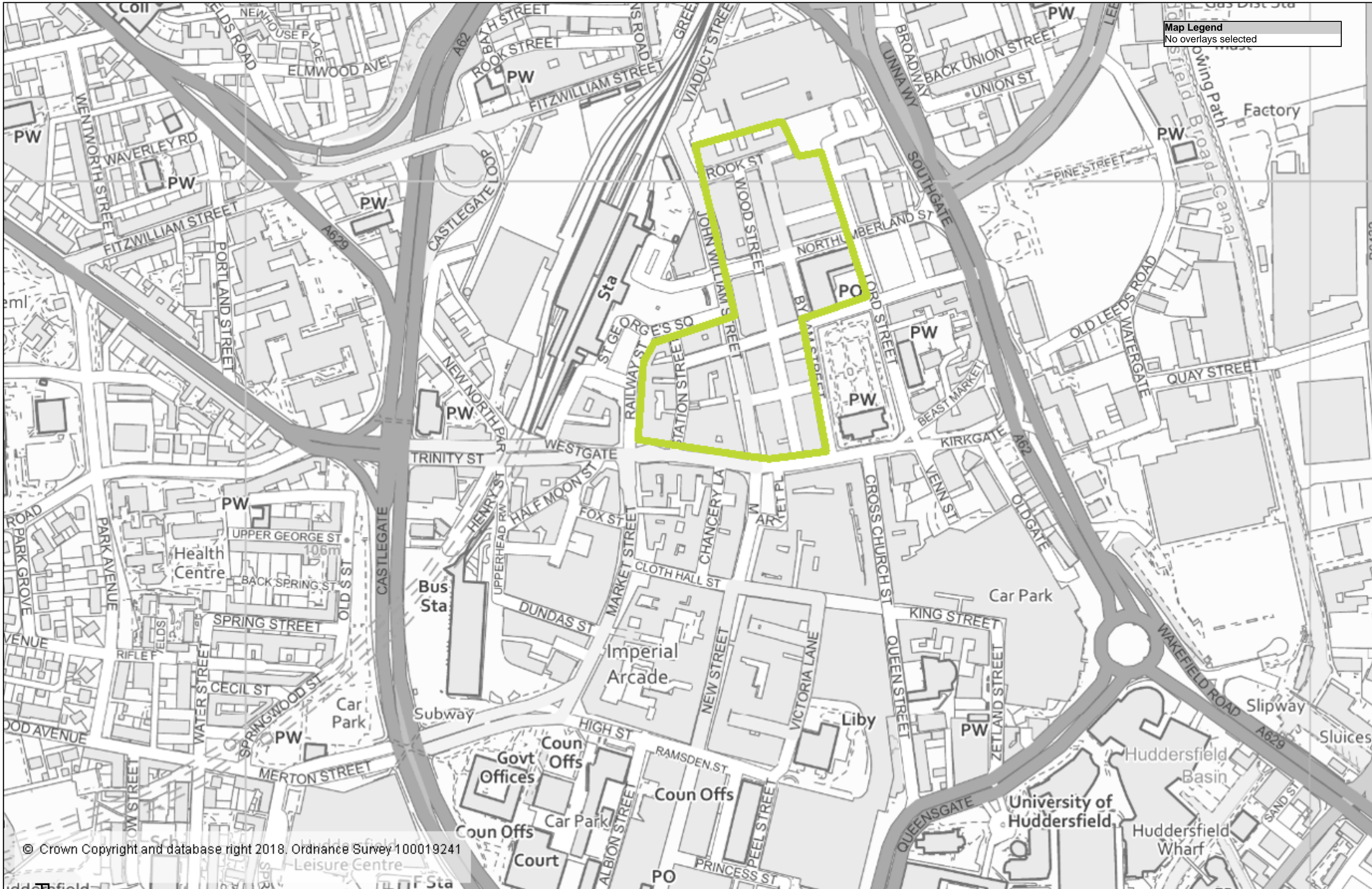


Scale 1 : 3296



This page is intentionally left blank

Map Legend
No overlays selected



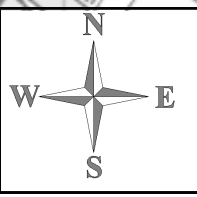
© Crown Copyright and database right 2018. Ordnance Survey 100019241

HLR Area of Focus

29-Nov-2018

0 m 150 m 300 m

Scale 1 : 3296



This page is intentionally left blank



Name of meeting: Cabinet
Date: 19 February 2019
Title of report: Planning for Growth: the Leeds City Region Connectivity Strategy

Purpose of report

This report provides an update on the development of the Leeds City Region Connectivity Strategy. It explains what the Connectivity Strategy is and how potential future Mass Transit options are being developed that improve connectivity within Kirklees and to the City Region.

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Not Applicable
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports?)</u>	No
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Strategic Director</u> & name Is it also signed off by the Service Director - Finance? Is it also signed off by the Service Director - Legal Governance and Commissioning?	Karl Battersby - 5.02.2019 Eamonn Croston - 8.02.2019 Julie Muscroft - 5.02.2019
Cabinet member Economy	Councillor Peter McBride

Electoral wards affected: Dewsbury East Dewsbury West, Batley East, Batley West, Heckmondwike, Liversedge and Gomersal, Cleckheaton.

Ward councillors consulted: None- See section 4: "Consultees and their opinions"

Public or private: Public

GDPR This report contains no information that falls within the scope of the General Data Protection Regulation.

1. Summary

- 1.1. This report provides an update on the development of the Leeds City Region Connectivity Strategy. It follows a report to West Yorkshire Transport Committee on 9 November 2018 and West Yorkshire Combined Authority on 13 December 2018. Similar reports have also been considered by Leeds City Council Executive Board and Bradford Executive.
- 1.2. Building on existing connectivity priorities for each West Yorkshire district, it develops the first tranche of Inclusive Growth Corridors (those areas with greatest economic need/opportunity), as identified in the Leeds City Region HS2 Growth Strategy.
- 1.3. The report sets out how transforming connectivity in the communities of greatest economic need will help raise productivity, living standards and improve air quality, thereby helping to deliver inclusive growth.
- 1.4. Alongside national, pan-northern and local priorities, the proposed City Region Transit Network, has the potential to shape future connectivity priorities at a City Region level in the period up to HS2 opening in 2033 and beyond. The proposals are designed to complement, maximise and accelerate inclusive growth associated with HS2 coming to the Leeds City Region.

2. Information required to take a decision

Context

- 2.1. Kirklees' position on the central east/west axis of the Northern Powerhouse corridor and excellent motorway connections – both north/south by the M1 and east/west by the M62 – means cities such as Leeds, Manchester and Sheffield are easily accessible from the district. It is two hours to London by rail and 90 minutes to mainland Europe via Leeds and Manchester airports. Therefore Kirklees is well positioned to access markets within the Northern Powerhouse and beyond. Overall, its economic position is strong, as evidenced by growth in Huddersfield which now has £7.4bn GVA.
- 2.2. The focal points of growth in the district are the North Kirklees Growth Zone, where there are plans for 6,000 homes and 35 hectares of employment space. The designation of the North Kirklees Growth Zone means that future transport infrastructure needs are starting to emerge around Dewsbury and Batley town centres while also highlighting the importance of strategic transport links to the area.
- 2.3. Kirklees is a major exporter of workers commuting to other towns and cities within the Leeds City Region and good, fit for purpose transport links are key to ensuring this is possible. The polycentric nature of the wider regional economy, coupled with Kirklees' strong concentration of manufacturing means there is a need to ensure that people and goods can be moved around efficiently and flexibly now and in the future.

Transpennine Route Upgrade, High Speed 2 and Northern Powerhouse Rail

- 2.4. There are a number of important strategic transport infrastructure projects in planning over the next 20 years:
- The Transpennine Route Upgrade (TRU) is a £2.9 billion package of measures which aim to deliver faster, longer, more frequent and more reliable services across the north of England. This is a vitally important strategic asset for the whole of Kirklees and will improve key stations on the route, improve connectivity to key cities and importantly underpin our regeneration and growth aspirations across the district. These interventions are planned between 2019 and 2024.
 - High Speed 2 (“HS2”) is a planned high speed railway designed to transform connectivity between our major cities. With detailed planning already underway, construction of the line to Leeds City Region is planned to start in 2024, with the line to open in 2033. Some services will terminate at an expanded Leeds Station and others will travel onto York Station.
 - Northern Powerhouse Rail (“NPR”) is a proposed network of inter-city region rail services that will support the development of a Northern Powerhouse economy, by radically improving the capacity of the north’s railway to reliably move people and goods. NPR will connect the north’s major East-West economic centres, through fast and frequent rail
- 2.5. Our region is growing and at a national level, HS2 and NPR together are vital to support the next steps in transforming our economy. With the arrival of HS2 and NPR, it is vital that we plan how we can best distribute the economic benefits across the Region. .
- 2.6. For Kirklees, improvements in capacity and journey times both west of the district towards Manchester and east to Leeds and beyond is a key priority. This will enable greater and more efficient movement of people out of the district commuting to key employment centres. In addition, Transpennine Route Upgrade will be a key catalyst and accelerator for development around the stations which it will serve. Maximising this opportunity is a key priority. The benefits are expected to be experienced around both north and south Kirklees

Kirklees’ Strategic Connectivity Priorities

- 2.7. Kirklees is already pursuing much of its local connectivity priorities through the West Yorkshire Transport Fund. However, these interventions alone will not necessarily see the distribution of the benefits to all of our communities. In particular, improvements to national and pan northern and connectivity must be complemented with a modern, fit for purpose local transport network to ensure the benefits are fully realised. Local connectivity is key to ensuring all the population can access future opportunities.

Leeds City Region HS2 Growth Strategy

- 2.8. During 2017 and 2018, the West Yorkshire Combined Authority has coordinated on behalf of the region, the development of the Leeds City Region HS2 Growth Strategy.

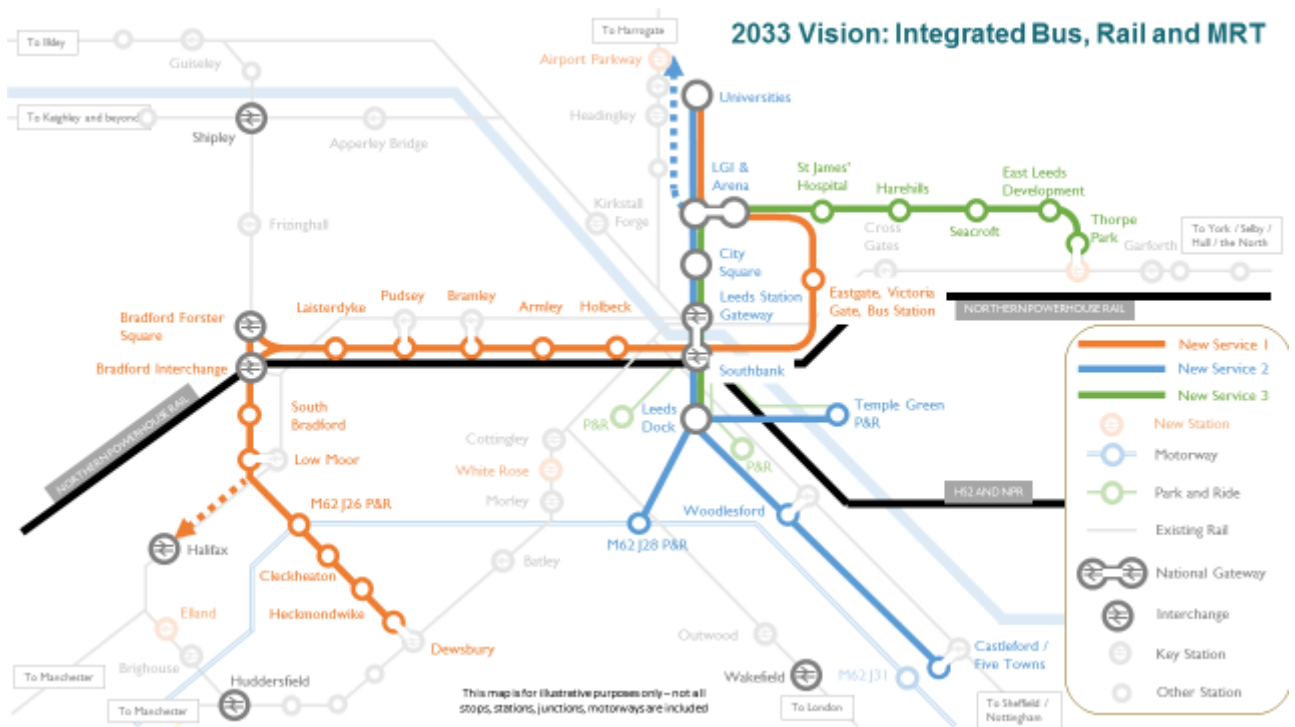
The Strategy sets out how Leeds City Region will work with Government, businesses, schools, colleges and universities to maximise the benefits of HS2 and NPR.

2.9. This Cabinet report provides an update to Kirklees Council's Executive on the development of the Leeds City Region Connectivity Strategy. It follows a report to West Yorkshire Transport Committee¹ on 9 November 2018, with the key messages of the Transport Committee report summarised below:

- The report develops the first tranche of Inclusive Growth Corridors (those areas with greatest economic need/opportunity), as identified in the HS2 Connectivity Strategy. The report sets out how transforming connectivity in the communities of greatest economic need will help raise productivity, living standards and improve air quality, thereby helping to deliver inclusive growth.
- The conclusions set out here build on the current investment in transport improvements across, Bradford, Calderdale, Kirklees, Leeds, Wakefield and York. Significant improvements are already being made through programmes including Connecting Leeds and the West Yorkshire-plus Transport Fund across Walking, Cycling, Bus and Rail.
- This report seeks to 'open a conversation' on future solutions to future capacity requirements and delivering inclusive growth - including maximising the positive impact of strategic transport investments (HS2/NPR).
- Subject to feedback received through the conversation, the proposed City Region Transit Network has the potential to form a key priority for delivery in the timeframe up to HS2 opening in 2033.
- The key 'places to connect' for the four corridors examined so far have been identified and are illustrated within Figure 1 below. The work to date proposes three new public transport services to increase capacity between key local urban communities into national hubs – the orange, green and blue lines. These services require entirely new infrastructure and whilst complementary to the existing transport system, offer the opportunity to reimagine how other modes such as bus and rail can integrate with it. Together these new services would form the first tranche of the 'City Region Transit Network' to open in parallel with HS2 opening in 2033.

¹ The Connectivity Strategy report to Transport Committee is available online under item 7:
<https://westyorkshire.moderngov.co.uk/ieListDocuments.aspx?MId=730>

Figure 1: 2033 Emerging City Region Transit Network with HS2



- Mass transit vehicles are anticipated to be required to meet the capacity need in delivering these new City Region Transit Network services. Mass transit is just one element of integrated future pipeline; the system would need to be integrated within the wider public transport offer, for example through bus services feeding the mass transit services. Bus will continue to have a very important role in the transport network.
- This is only the start of the conversation. Through the conversation with stakeholders and the public as well as through the development of the business cases, other modes such as Bus Rapid Transit or Tram-Train will continue to be assessed and may be more suitable for example, where lower levels of capacity are required or where there is direct interface with the heavy rail network respectively.
- Different modes of transport serve different needs and provide different levels of capacity. Technologies have moved forwards significantly in the last decade. For example, new battery technologies, hydrogen propulsion and autonomous innovations are changing advance mass transit vehicle technologies, which also improve air quality
- The transformed connectivity proposals set out in this report have the potential to raise productivity, living standards and improve air quality; thereby supporting delivery of Inclusive Growth to communities across the region.
- The analytical and evidence based approach applied here is focused on connecting communities in greatest economic need/opportunity. This is the logical and evidenced based next step in the City Region’s plans for transport investment.

- There is also strong evidence to suggest that even taking into account planned major investment such as HS2 and Northern Powerhouse Rail there remains a local capacity gap, which a city region transit network will address.
- Significant further development work is required on the City Region Transit Network and would be informed by the conclusions of the forthcoming engagement.

2.10. It is important to note that for the proposals set out in Figure 1, detailed alignments, confirmation around mode choice and business case value for money assessments would be developed as part of the next stage of development works and would also be informed by feedback and amendments as a result of the proposed forthcoming engagement. At this stage Figure 1 is intended to illustrate the key communities to connect through transformed connectivity by 2033. It is likely that Mass Transit has an important role to play for these services given the scale of demand forecast and the economic needs of these communities.

2.11. However, lessons learnt from elsewhere suggest that there are also significant challenges associated with delivering mass transit. These include for example, the scale of costs involved, integration with bus within the deregulated market, engineering / deliverability challenges, as well as ensuring value for money for both users and investors. Funding and financing is a major challenge both for development and construction - early identification of the funding strategy is essential. Whilst the cost of implementing mass transit can be high, the scale of benefits which it delivers are also high (for the reasons set out above). Other cities in the UK and beyond are demonstrating mass transit does offer high value for money and can also open up new funding opportunities.

Benefits to Kirklees

2.12. The Transit Network would have significant benefits for Kirklees, including addressing some of the key connectivity priorities identified above. Specific benefits to Kirklees include:

- Complement investment in Transpennine Route Upgrade to the Huddersfield-Leeds line - to help create major regeneration areas to help realise the economic and social opportunities for North Kirklees
- Link key new employment and housing sites in North Kirklees Growth Zone (Dewsbury) into Leeds (city centre, White Rose Centre Aire Valley Enterprise Zone) and Bradford (city centre and South Bradford) and the employment land opportunities around the M62 Junction 26 Motorway junction.
- Addressing the poor public transport provision in areas particularly from within North Kirklees around Cleckheaton and Heckmondwike for example, (where there is also no rail connectivity) connecting to Leeds and Bradford.
- Provide transformed public transport provision through new park and ride provision to better connect and speed up journeys to Leeds and Bradford and provide congestion relief to the M62
- With the scale of potential to the north side of Dewsbury (Chidswell) there is also the opportunity to explore connections into how these new communities/ opportunities could be served through further extensions to the proposed services.

Next stages of work for Connectivity Study

- 2.13. The report to Transport Committee set out the next tranche of corridors to be focused upon and further phases planned to commence early in 2019, will be:
- Leeds – Five Towns
 - Leeds – Wakefield – Barnsley
 - Leeds – Bradford – Halifax
 - Bradford City Centre to Airport
 - Leeds to Airport
- 2.14. It should be noted the development work will include a focus on the demand and capacity future need. With differing areas forecast to have different levels of demand, this will mean different technologies will be required in different areas.
- 2.15. In addition, a comprehensive conversation on future solutions to future capacity requirements and delivering inclusive growth - including maximising the positive impact of strategic transport investments (HS2/NPR) – has now begun. This will enable a whole range of stakeholders to feedback on the work to date. Subject to feedback received through the conversation, the proposed City Region Transit Network has the potential to form a key priority for delivery in the timeframe up to HS2 opening in 2033
- 2.16. An accelerated programme of transformational connectivity is a prerequisite to enabling the economic geography of the City Region to be reshaped through HS2.

3. Implications for the Council

3.1 Working with People

- 3.1.1. The Kirklees Economic and Joint Health and Wellbeing Strategies recognise that improvements to public transport infrastructure are essential if residents are to sustainably access the widest range of employment opportunities possible.
- 3.1.2. A transit network, such as the one proposed here will offer a low carbon, accessible transport system that connects areas of Kirklees where there are substantial levels of deprivation and where public transport provision to adjoining districts often involve long journeys with multiple changes to these employment opportunities, saving time and widening the catchment of jobs potentially available.

3.2. Working with Partners

- 3.2.1. The City Region Transit Network will be developed in partnership with the West Yorkshire Combined Authority and partner districts.

3.3. Place Based Working

3.3.1. The analytical and evidence based approach applied here is focused on connecting communities in greatest economic need/opportunity. The transformed connectivity proposals set out in this report have the potential to raise productivity, living standards and improve air quality; thereby supporting delivery of Inclusive Growth to communities across the region.

3.4. Improving outcomes for children

3.4.1. The Kirklees Joint Strategic Needs Assessment recognises that there is a strong correlation between children's socioeconomic environment and educational attainment and that improved accessibility and connectivity to education is important if young adults are to have access to opportunities to allow them to fulfil their potential.

3.4.2. A public transport system that allows fast and frequent connections to West Yorkshire's educational establishments and therefore the widest possible range of further education is critical in helping to achieve this.

3.5. Other (e.g. Legal/Financial or Human Resources)

3.5.1. There are no direct financial implications from the report, however, the workstreams outlined have high value and high cost. A funding strategy for the emerging schemes identified here is essential and will be developed as part of the next stages of development.

4. Consultees and their opinions

4.1. One of the main purposes of report is to ask Cabinet to "Endorse the opening of a consultation with the public and stakeholders around the role of mass transit". The consultation will be a platform for further detailed work around the proposed routes. All Ward Members will have the opportunity through both the consultation and the next stages of work to ensure their views on mass transit as a potential solution and their local detailed knowledge are taken into account

4.2. It is proposed to set up an on-going member working group to continue to oversee the work. This would enable a wider engagement and conversation with the region to formally commence in February 2019.

5. Next steps and timelines

5.1. Next steps are identified in sections 2.13-2.16 of this report. Other than anticipated delivery of the network by 2033, there are no timelines defined as yet. Once these have been, there will be a separate report presented to Cabinet.

6. Officer recommendations and reasons

6.1. Cabinet is requested to:

- Note the update on the work undertaken to date by the West Yorkshire Combined Authority and partners to progress the Leeds City Region Connectivity Strategy, as reported to the Combined Authority Transport Committee.
- Request that officers continue to work in partnership with the West Yorkshire Combined Authority to drive forward the Leeds City Region Connectivity Strategy to deliver appropriate solutions for the district.
- Support the proposed West Yorkshire Transport Committee member working group to oversee the connectivity and mass transit strategy.
- Endorse the opening of a conversation with the public and stakeholders around the role of mass transit, as a part of an integrated solution to the economic and transport challenges facing West Yorkshire.

7. Cabinet portfolio holder's recommendations

7.1. I agree with the Officer recommendations. In particular, I endorse the work done to date on developing the City Region Connectivity Strategy. However I recognise there is still a lot of work to do around the detail of the individual routes. Nonetheless I recommend that Officers continue to work with the west Yorkshire Combined Authority to develop this scheme. I also endorse the recommendation that a conversation with the public and stakeholders is started around the role of mass transit and its appropriateness to address the economic and transport challenges facing West Yorkshire

8. Contact officer

Simon Taylor - Head of Development Management
simon.taylor@kirklees.gov.uk
(01484) 221000

9. Background Papers and History of Decisions

9 November 2018: West Yorkshire Transport Committee – “Planning For Growth: The Leeds City Region Connectivity Strategy”: Agenda Item 7 (plus appendices):<https://westyorkshire.moderngov.co.uk/ieListDocuments.aspx?CId=138&MId=730&Ver=4>

13 December 2018: West Yorkshire Combined Authority meeting: Planning for Growth: The Leeds City Region Connectivity Strategy:
<https://westyorkshire.moderngov.co.uk/documents/s10082/Item%207%20-%20Planning%20for%20Growth%20-%20The%20Leeds%20City%20Region%20Connectivity%20Strategy.pdf>

10. Director responsible

Karl Battersby - Strategic Director Economy and Infrastructure
karl.battersby@kirklees.gov.uk (01484) 221000

This page is intentionally left blank



Name of meeting: Cabinet
Date: 19th February 2019
Title of report: Consideration of Improvement Line 179, Drinker Lane at Royd House, Kirkburton, Huddersfield

Purpose of report

To consider the Improvement Line 179 on Drinker Lane, Royd House, Kirkburton (near Bell House Court and the Three Acres, Restaurant).

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Key Decision - Is it in the <u>Council's Forward Plan (key decisions and private reports?)</u>	No
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Strategic Director</u> & name	Karl Battersby - 6.02.2019
Is it also signed off by the Service Director for Finance?	Eamonn Croston - 8.02.2019
Is it also signed off by the Service Director for Legal Governance and Commissioning?	Julie Muscroft - 7.02.2019
Cabinet member Economy	Councillor Peter McBride

Electoral wards affected: Kirkburton.

Ward councillors consulted: Cllrs J. Taylor, B. Armer and R. Smith

Public or private: Public

GDPR This report does not contain information that is not publicly available.

1. Summary

- 1.1. An "Improvement Line" No 179 Drinker Lane, Royd House, Kirkburton was approved by the West Yorkshire Metropolitan County Council, Kirklees Area Committee on 28th July 1976.
- 1.2. Improvement Line comprises the re-alignment of Drinker Lane by creating a new length of highway to by-pass a number of severe bends in and around the hamlet of Royd House, Kirkburton. (See plan A enclosed).
- 1.3. The Council has received a request to sell back land purchased in 1976/77, originally bought to allow the construction of the new highway on the alignment of the Improvement Line.

2. Information required to take a decision

- 2.1. A resolution to undertake Compulsory purchase of the land required for the Improvement Line was made on 12th September 1977 and planning permission for the new highway was also secured on 20th November 1977.
- 2.2. Negotiations for the 3 plots of land needed to construct the new highway also commenced with land owners around that same time.
- 2.3. These negotiations proved partly successful and the two plots of land labelled 8439 and 8442 (plan B enclosed) were purchased by agreement. The negotiations for the remaining plot proved difficult and ultimately proved unsuccessful. The compulsory purchase order was never made by the Council.
- 2.4. The scheme has therefore been held in abeyance since 1977.
- 2.5. Recently the Council was approached by solicitors acting on behalf of the owners of Bell House Court asking if the Council would sell back to them the land the Council purchased from the former owners of their property.
- 2.6. Officers have considered this request and in particular the following points :-
 - there are no recorded injury accidents in the last 10 year period on this stretch of road and current road safety policy is to prioritise areas/lengths of road where clusters of accidents are occurring.
 - implementation of the Improvement Line would require the Council to acquire the remaining plot of land and the Council's scarce transport budgets are currently focused on maintenance issues or transport improvements that will boost the economy and provide new housing opportunities.
- 2.7. Officers view is therefore that Improvement Line 179 could be removed completely and plots 8439 and 8442 be offered for sale to the owners of Bellhouse Court.

3. Implications for the Council

3.1 Working with People

- 3.1.1. On the basis that the advice from Officers' is that the scheme is no longer required, it is considered fair to offer the land back to the current property owner at a price to be negotiated at a later date.

3.2. Working with Partners

- 3.2.1. It has not been necessary to work in partnership with any external organisations during this process. There will be no impact.

3.3. Place Based Working

- 3.3.1. The analytical and evidence based approach taken by Kirklees to direct resources for transport improvements where there is an identified need in terms of accident reduction, promoting sustainable transport, improving air quality or, more strategically, facilitating development or improving strategic district-wide connectivity has been applied here. It has been determined that removing the Improvement Line will have no impact.

3.4. Improving outcomes for children

- 3.4.1. There will be no impact.

3.5. Other (e.g. Legal/Financial or Human Resources)

- 3.5.1 The sale of plots 8439 and 8442 could generate a very modest capital receipt for the Council which will contribute to the future implementation of the Council's future capital plan.

4. Consultees and their opinions

- 4.1. Local Ward Members have been consulted on the requirement for Improvement Line 179 and all 3 wards members (Cllrs Armer, Smith and Taylor) are in agreement that there is little point in holding on to the Improvement Line in current circumstances.

5. Next steps and timelines

- 5.1. If Cabinet approve removal of the Improvement Line, it will be removed from the Council's Register and the Land Registry team will be instructed to desist from declaring the line on searches associated with land or property acquisition.
- 5.2. The Council's Strategic Assets team will also be instructed to commence negotiations with the owners of Bellhouse Court to sell them plots 8439 and 8442 at Drinker Lane, Kirkburton. This will involve negotiating sale price and terms for the land, which in turn will determine the timescales going forward.

6. Officer recommendations and reasons

- 6.1. That Improvement Line 179 is removed from the Council's Improvement Line Register on the basis that it is no longer required.

7. Cabinet portfolio holder's recommendations

- 7.1. I agree with Officers that it is unlikely that this scheme, as protected by Improvement Line 179, will be built because it does not fit with the Council's road safety policy which is to prioritise areas where clusters of accidents are occurring now. Furthermore as a result of severely reduced budgets for local authorities, I cannot foresee in the current climate that this scheme would be of a priority such that Kirklees Council would consider allocating funding for it. Therefore I agree that Improvement Line 179 can be removed from the Council's Register of Improvement Lines.

8. Contact officer

Tim Lawrence - Principal Engineer
Economy and Infrastructure
(01484) 221000
tim.lawrence@kirklees.gov.uk

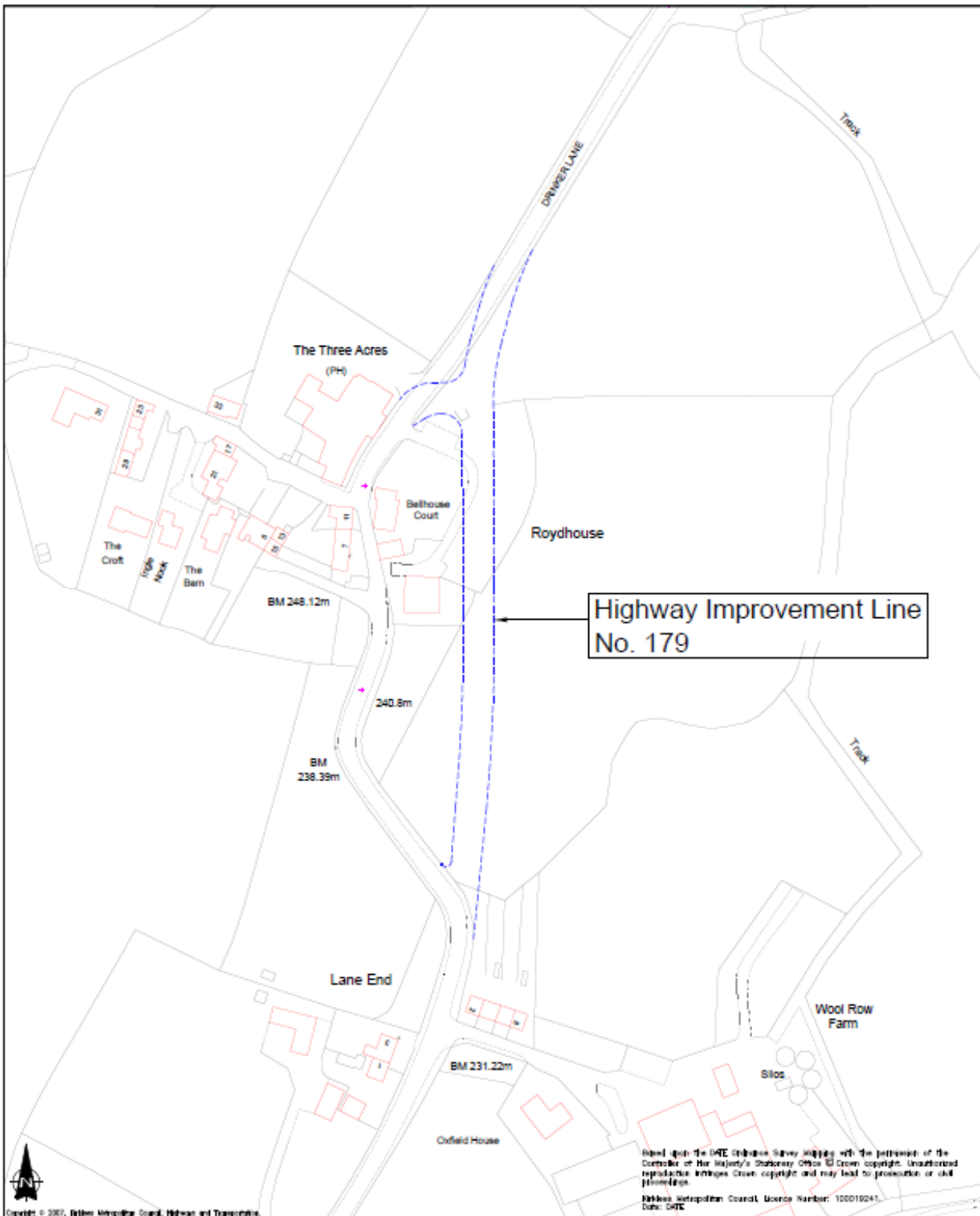
9. Background Papers and History of Decisions

- Kirklees Area Committee 28/07/76: "Improvement of Drinker Lane at Royd House, Kirkburton"
- Kirklees Area Committee 19/01/77: "Improvement of Drinker Lane at Royd House, Kirkburton"

10. Director responsible

Karl Battersby - Strategic Director -
Economy and Infrastructure
(01484) 221000
karl.battersby@kirklees.gov.uk

Plan A: Improvement Line 179



Highway Improvement Line No. 179

Kirklees COUNCIL

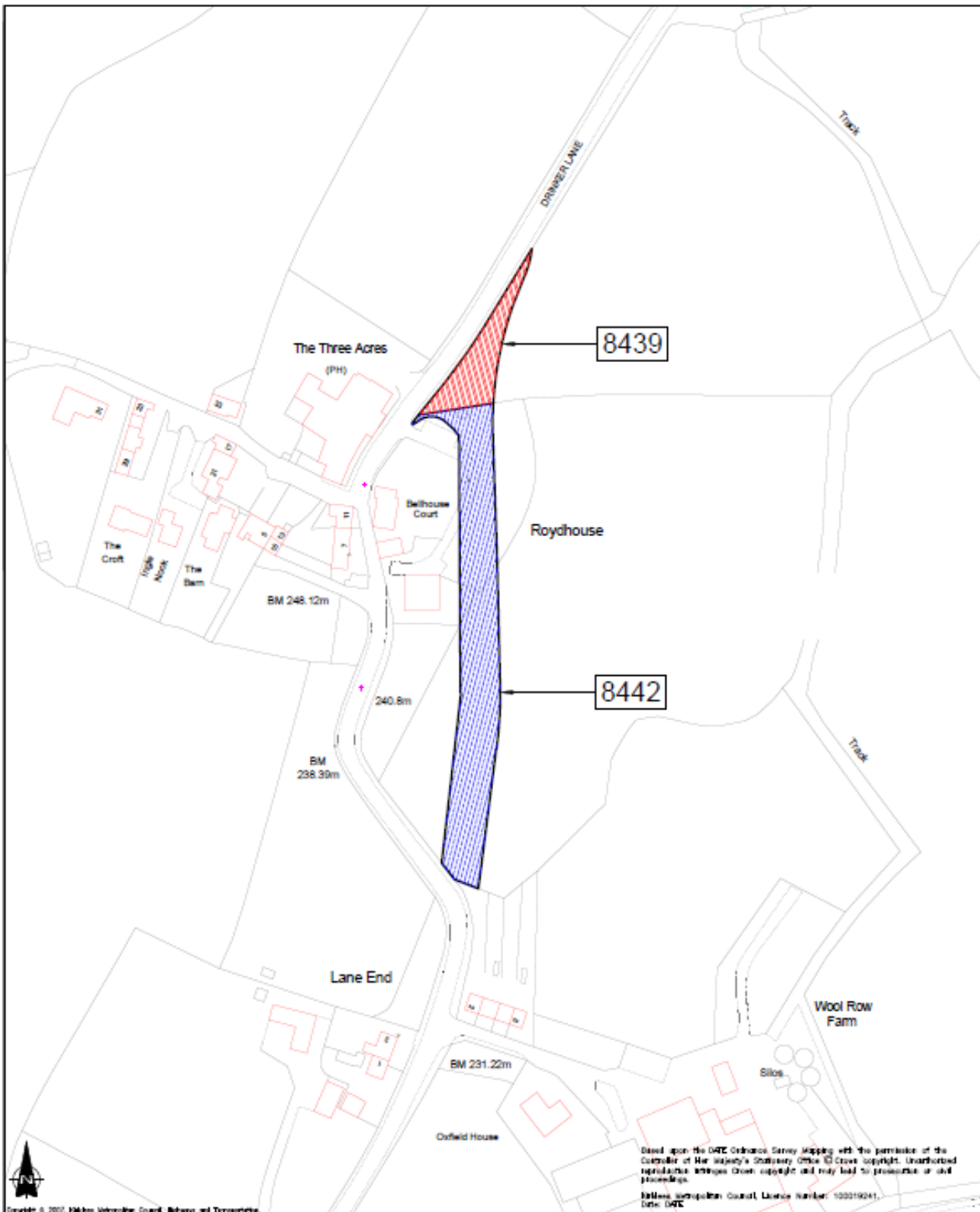
Streetscene & Housing Service
Highways & Operations
Queensgate Market, Princess Alexandra Walk,
Huddersfield, HD1 2UJ

**Drinker Lane, Royd House,
Kirkburton, Huddersfield**

**Highway Improvement Line
No. 179**

Scale: 1:2000 @ A0	
Drawn: HM	Checked: RH
Section:	Date: 14/2/2018
Drawing No. CADNO	Plan A

Plan B: Plots 8439 and 8442 bought by the Council



Copyright © 2017, Huddersfield Metropolitan Council, Highway and Transportation



Kirklees
COUNCIL

Streetscene & Housing Service
Highways & Operations
Queensgate Market, Princess Alexandra Walk,
Huddersfield, HD1 2UJ

**Drinker Lane, Royd House,
Kirkburton, Huddersfield**

**Plots 8439 & 8442
Currently Owned by the
Council**

Scale: 1:2000 @ A0	
Drawn: HM	Checked: RH
Section:	Date: 14/2/2018
Drawing No.	Plan B
CADNO	

Name of meeting: Cabinet

Date: 19 February 2019

**Title of report: Written Questions to the Leader and Cabinet Members
 (Reference from Council)**

Purpose of report

To receive written questions to the Leader and Cabinet Members that were not dealt with at the previous meeting of Council, held on 16 January 2019, in accordance with Council Procedure Rule 12(8).

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	N/A
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	N/A
The Decision - Is it eligible for call in by Scrutiny?	No
Date signed off by <u>Strategic Director</u> & name	N/A
Is it also signed off by the Service Director for Finance IT and Transactional Services?	N/A
Is it also signed off by the Service Director for Legal Governance and Commissioning Support?	Yes – 5 February 2019
Cabinet member portfolio	N/A

Electoral wards affected: N/A

Ward councillors consulted: N/A

Public or private: Public

1. Summary

Cabinet will receive any written questions to the Leader and Cabinet Members that were not dealt with at the previous meeting of Council, held on 16 January 2019, in accordance with Council Procedure Rule 12 (8).

Any such questions will only be responded to if the Member who submitted the question to the meeting of Council is in attendance to ask the question.

Council Procedure Rule 12(8) also permits members to request a written response to their question within 7 days of the Council meeting taking place. This provision was used in respect of all questions submitted to 16 January 2019 Council, with the exception of the question below;

Question by Councillor Munro to the Cabinet Member for Corporate – Councillor Turner

“I understand that plans for Tolson Museum are included as part of the wider plans to develop Huddersfield Town Centre. Please could you tell me what plans are in place for Tolson Museum?”

2. Information required to take a decision

The schedule of questions submitted to Council is appended to this report.

3. Implications for the Council

3.1 Early Intervention and Prevention (EIP)

N/A

3.2 Economic Resilience (ER)

N/A

3.3 Improving Outcomes for Children

N/A

3.4 Reducing demand of services

N/A

3.5 Other (eg Legal/Financial or Human Resources)

N/A

4. Consultees and their opinions

N/A

5. Next steps

N/A

6. **Officer recommendations and reasons**

N/A (no decision is required)

7. **Cabinet portfolio holder's recommendations**

N/A (no decision is required)

8. **Contact officers**

Andrea Woodside, Principal Governance Officer

Julie Muscroft, Service Director (Legal, Governance and Commissioning)

This page is intentionally left blank