

# PERTH AND KINROSS COUNCIL

## Lifelong Learning Committee

27 March 2019

### Reserved Places in Schools 2019/2020 and Maximising Capacities Update

Report by Executive Director (Education and Children's Services)  
(Report No. 19/95)

#### **PURPOSE OF REPORT**

This report proposes the number of reserved places for session 2019/2020, within primary and secondary schools, in accordance with Section 28A of the Education (Scotland) Act 1980, as amended. This allows places to be protected for local children to attend their catchment school. This report also informs Committee where primary class capacities have been maximised during school session 2018/2019.

#### **1. BACKGROUND/MAIN ISSUES**

- 1.1 Reserved places refer to the number of places which, in the opinion of the Education Authority, are reasonably required to accommodate pupils likely to become resident within the catchment area of a school during the period of considering placing requests and during that school year.
- 1.2 This allows the Education Authority to calculate and retain a certain number of places for children from families likely to move into the catchment area of schools which have classes with a limited number of spaces in some or all stages. The legislation allows the Education Authority to refuse some or all placing requests made for a particular school on the grounds that children from within the catchment area may become resident during the year.

Places are reserved to try to accommodate these children, where possible, in their catchment school, allowing the Education Authority to take positive steps to protect places in schools for catchment pupils.

- 1.3 The strategy for the implementation of reserved places within Perth and Kinross Council was approved by Committee in March 1997 for session 1997/98 (Report No 97/145 refers). Further annual reports have been approved for each subsequent session.
- 1.4 The criteria used for the number of reserved places within schools for the current session is now:
  - a) Schools which have classes with a limited number of spaces at specific stages;
  - b) Historical or anticipated patterns of migration, information about known movements of families into (or out of) an area and any current residential development in the area; and
  - c) The possible pattern of movement indicated by the current session's trends and roll projections for 2019/2020.

The scheme needs to be justifiable and operated fairly, particularly as parents can appeal to the relevant Education Appeal Committee and thereafter to the Sheriff Court.

## **2. OPERATION OF CRITERIA 2019/2020**

2.1 The operation of the criteria for session 2018/2019, to date, has ensured that only 3 primary pupils have moved into an area and have been unable to attend their catchment primary school as their first choice of school. In respect of secondary schools, no secondary school pupil has moved into an area and has been unable to be granted a place in their catchment secondary school.

2.2 The application of reserved places is most commonly utilised during the process for managing the new P1 and S1 intakes each year where parents may choose to have their child attend a school other than their catchment school. For session 2018/2019, 260 placing requests were made for P1 places in primary schools and 197 of these requests were granted. Nine of the refusals related to children who live outwith Perth and Kinross. This represents a positive outcome for 76% of P1 parents who made a placing request for their child to attend the primary school of their choice.

In respect of S1 places, 128 placing requests were submitted and 97 of these requests were granted. Twenty eight of the refusals related to children who live outwith Perth and Kinross. This represents a positive outcome for 76% of parents who made a placing request for their child to attend the secondary school of their choice.

2.3 The historical pattern of migration continues to be monitored to ensure as accurate information as possible when considering the use of reserved places.

2.4 For session 2019/2020 there are some fluctuations in the reserved places from the previous school session. There are a number of schools whose reserved places have been altered in light of experience in administering placements throughout session 2018/2019. In addition, where additional building work has been undertaken, this can lead to the reduction in the requirement for reserved places. Reserved places may be increased where residential build has taken place or is planned within school catchment areas. Reserved places have also been altered where school rolls have increased or decreased.

2.5 The total number of reserved places proposed for 2019/2020 has been increased to reflect the factors outlined in 2.4. Reserved places fluctuate on an annual basis and the total number of reserved places each year has varied between 92 and 703 since their introduction in 1997.

## **3. PROPOSALS**

3.1 It is proposed that the reserved places required for session 2019/2020 are accepted as outlined in Appendix 1. The Executive Director (Education and

Children's Services) will publish the Reserved Places in Schools 2019/2020 and implement this in full for session 2019/2020.

- 3.2 In order to provide accurate and clear information, Education and Children's Services publishes the reserved places required on Perth and Kinross Council's website. The published information shows the reserved places at each individual stage for each school. This format allows parents/carers to clearly understand how many reserved places are being held at each/any stage in the school each session.

#### **4. MAXIMISING CAPACITIES**

- 4.1 On 16 May 2018, the Lifelong Learning Committee approved the report Maximising Primary School Capacities ([Report No 18/158 refers](#)). This report gave approval for the Executive Director (Education and Children's Services) to apply the Scottish Government space capacity metric of 1.7m<sup>2</sup> per pupil for primary schools, if required, to accommodate children living in the catchment area. This provides an additional mechanism to manage the accommodation available in primary schools where there are challenges in accommodating catchment pupils. It also ensures that teaching staffing budgets are not exceeded while providing pupils with the best opportunity to attend their catchment school.

- 4.2 This report also agreed that the Executive Director (Education and Children's Services) would provide Committee with an annual update on the use of this variation within primary schools.

- 4.3 During session 2018/2019, the capacity of primary school classrooms was temporarily maximised at the following primary schools to allow catchment pupils to be admitted:

- Community School of Auchterarder (Primary)
- Kinnoull Primary School
- RDM Primary School
- St Dominic's RC Primary School
- Viewlands Primary School

- 4.4 At the point of this Committee it is too early to report whether it will be necessary to apply the space capacity metric of 1.7m<sup>2</sup> to any classes for session 2019/2020. The allocation of places for the new school session will be concluded by 30 April 2019 in line with the statutory timescales and will be reported to Lifelong Learning Committee as part of the next annual Reserved Places in School report.

#### **5. CONCLUSION AND RECOMMENDATIONS**

- 5.1 The reserved places procedure allows children moving into a catchment area of a school a greater likelihood of attending that school. Reliable historical and anticipated patterns have been established as accurate information is collected.

The annual revision of the reserved places procedure ensures that Education and Children’s Services stringently manage pupil intakes for each school ensuring, where possible, that local children can attend their catchment school.

5.2 It is recommended that the Committee:

- (i) Approves the number of reserved places, within schools which have classes with a limited number of spaces at specific stages, for session 2019/2020 as shown in Appendix 1;
- (ii) Instructs the Executive Director (Education and Children’s Services) to revise these numbers each year to reflect historical or anticipated patterns of migration, information about known movements of families into (or out of) an area, and any current residential development;
- (iii) Delegates responsibility to the Executive Director (Education and Children’s Services) to keep under review the reserved places for all schools in light of any building work in schools and in light of residential development; and
- (iv) Notes the primary schools where class capacities have been maximised during session 2018/2019.

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**Approved**

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Sheena Devlin	<b>Executive Director (Education and Children’s Services)</b>	<b>14/03/19</b>

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes / None</b>
Community Plan / Single Outcome Agreement	Yes
Corporate Plan	Yes
<b>Resource Implications</b>	
Financial	No
Workforce	No
Asset Management (land, property, IST)	No
<b>Assessments</b>	
Equality Impact Assessment	No
Strategic Environmental Assessment	No
Sustainability (community, economic, environmental)	No
Legal and Governance	Yes
Risk	No
<b>Consultation</b>	
Internal	Yes
External	No
<b>Communication</b>	
Communications Plan	Yes

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

1.1 This section should set out how the proposals relate to the delivery of the Perth and Kinross Community Plan/Single Outcome Agreement in terms of the following priorities:

- (i) Giving every child the best start in life
- (ii) Developing educated, responsible and informed citizens
- (iii) Promoting a prosperous, inclusive and sustainable economy
- (iv) Supporting people to lead independent, healthy and active lives
- (v) Creating a safe and sustainable place for future generations

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

#### Corporate Plan

1.2 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to Objective No (ii) Developing educated, responsible and informed citizens.

1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Change and Improvement

## 2. Resource Implications

### Financial

2.1 N/A

### Workforce

2.2 N/A

### Asset Management (land, property, IT)

2.3 N/A

## 3. Assessments

### Equality Impact Assessment

3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The reserved places procedure presented in this report was considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

Assessed as **not relevant** for the purposes of EqIA

### Strategic Environmental Assessment

3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

However, no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

### Sustainability

3.3 N/A

## Legal and Governance

- 3.4 The Head of Legal and Governance has been consulted in relation to the reserved places scheme. The scheme complies with the legal framework in relation to reserved places set out in the Education (Scotland) Act 1980, as amended.

## Risk

- 3.5 N/A

## **4. Consultation**

### Internal

- 4.1 Headteachers have been consulted in the preparation of the report.

### External

- 4.2 N/A

## **5. Communication**

- 5.1 The Reserved Places for 2019/2020 will be published on the Council website to ensure parents and schools are able to easily access the information. This report also forms part of the appeal information provided to parents where a placing request has been unsuccessful.

## **2. BACKGROUND PAPERS**

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

## **3. APPENDICES**

Appendix 1 – Reserved Places 2019/2020