**PORTSMOUTH AND WINCHESTER**

**JOINT BOARD OF EDUCATION**

**Guidance Notes to accompany the Model Statement of Case – In year appeals**

These notes are to accompany the template ‘Statement of Case’ available to Voluntary Aided schools to support them when making a case for an appeal panel hearing for an in-year admissions appeal.

* Where Name of School has been highlighted in red, the full school name should be inserted

Eg - *XXX Church of England Primary School.*

* Where 20XX/XX has been highlighted in red, the academic year that the appeal relates to should be inserted.

Eg an appeal for 2019 intake would be *2019/20*

* Where the document refers to ‘the appellant’s child’ the name of the parent should be inserted.

Eg – *Mrs Smith’s child*

**2.1** – Portsmouth / Winchester – Please delete the one which does not apply.

**3.4** – Provide details of the number of children in the cohort at the start of the academic year.

If you have taken over PAN, then it is important that you explain why here. Delete the paragraph in blue if it doesn’t apply.

**3.5** – List the number of children you have already taken on during the year to date and under which criteria.

**4.1** - You will need add the numbers for each year. If you have any year group over PAN, then please provide an explanation.

**4.4 -** You need to add statements to this section that best describe your school and how taken an extra pupil would impact this. Below you will find a selection of example statements that you can adapt if relevant. It is impossible to provide examples for all situations, so identify what suits your school and add your own statements.

* The school has 6 permanent classrooms, a library, an SEN base, a room used for drama, music and cooking, and a computer suite.
* All but one of the classrooms in the school are significantly undersized and well below the minimum recommended for a class of 30 pupils. Further admissions over PAN would create overcrowding/ exacerbate the over-crowding that already exists.
* Year R/1/2/3/4/5/6 is taught in an L-shaped or T-shaped room. This reduces the amount of available teaching space significantly, by between a quarter and a fifth, so that rooms which appear to have generous dimensions are only just adequate.
* Each additional child in a class necessarily extends the time spent on classroom routine such as collecting reply slips from parents, lost property problems, dealing with any misbehaviour and problems between children, reducing the teacher time available for each child. Every additional piece of written work requires further time for discussion with the child, again reducing teacher time for each child.
* As well as making the classroom more crowded, additional furniture to

accommodate one more child reduces the teacher’s flexibility to organise the teaching space in different ways. The National Curriculum specifies whole-class teaching sessions for the numeracy and literacy hours, whilst in other lessons a teacher will prefer to teach in small groups. Variety in teaching style contributes to maintaining children’s interest which in turn supports their academic development.

* The school must consider not only the immediate situation but also plan for the future. Due to the mixed age teaching adopted by the school in Key Stage 2, further admissions to Year R now, could lead to classes in excess of XX pupils in future years, which will have implications on overall class management as well as add to the the restricted classroom space.
* The school hall, which is overcrowded for full school assemblies, is also used for lunches. All children stay for lunch. The hall is also used for PE. The music/drama room and hall are fully timetabled and used throughout the week.
* The school has two sets of 30 laptops. These are timetabled and if more than one class is using the laptops, the pupils have to share a laptop.
* The use of hard-play areas has to be strictly controlled because of lack of space for ‘large’ games at playtimes.
* All classrooms have an external door. These are used as fire exits. The assembly point is in the playground.
* The percentage of SEN at XXXX is well above the County average (see page xxx). There are XX children with a statement of SEN at the school, XX of whom are in Year R/1/2/3/4/5/6. The majority of support given to children identified as having SEN occurs within the classroom and is delivered by teaching assistants, although on occasions children may be withdrawn for small group work. This means that XX (NCA room refs……) Year R/1/2/3/4/5/6 classes have an additional adult working with them. Moreover, pupils often have to use extra equipment, for example, lap-top computers.
* Recent curriculum initiatives…(detail)..mean that additional children in a full year group will put additional pressure on the school in achieving targets set.
* A recent Ofsted inspection in July 2015 highlighted the need for the school to improve the teaching of literacy. Additional children in the year group will have an adverse effect on the school’s attempts to fulfil its post-Ofsted action plan. The report also highlighted the lack of space in the Year X classroom and the fact that sightlines for all children to the teacher are inadequate in this room.
* The school’s staffing is appropriate to its current organisation. Add more if relevant. Any staff shortages? NQTS, particularly in Year R/1/2/3/4/5/6?

**Appendix 2,3,4**

You will need to include a copy of your admissions policy, a copy of your catchment map and plan of your school buildings.