

**WEST HEATH PRIMARY SCHOOL**

**APPEAL AGAINST DECISION NOT TO ADMIT A PUPIL TO RECEPTION IN SEPTEMBER 2023**

**Statement of Case by Birmingham Local Authority**

**NOTICE:** THE INFORMATION IN THIS DOCUMENT IS ACCURATE AND CORRECT AT THE TIME OF WRITING (SEE DATE ON FOOTER) BUT IT IS POSSIBLE THAT CHANGES MAY OCCUR AFTER.

**PART A – LEGISLATIVE FRAMEWORK AND DECISION**

Parental preference

The Local Authority is under a statutory duty to make arrangements for enabling Birmingham resident parents to express a preference as to the school at which they wish education to be provided for their child.

It is the duty of an admission authority (which, for a community school such as West Heath Primary School, is the Local Authority) to comply with any parental preference expressed (whether by a Birmingham resident parent or otherwise) unless compliance with the preference would prejudice the provision of efficient education or the efficient use of resources.

The Authority has a general duty to secure the economic, efficient, and effective use of its resources, and must make provision for children of school age in this context.

Appeal Arrangements

The Local Authority is under a statutory duty to make arrangements for enabling the parent of a child to appeal against any decision made by the school’s admission authority refusing the child admission to the school. This appeal is being heard under those arrangements.

A copy of this statement is sent to parents who have registered the appeal and to members of the appeal panel who will be hearing the case.

Reason for decision not to offer a place

The Local Authority is unable to comply with parental preference in this instance because all of the available places in the relevant year group at the School have already been allocated in accordance with the published admission criteria.

**To comply with parental preference would breach infant class size legislation, which requires that no infant class should contain more than 30 pupils with a single qualified teacher. The year group to which this appeal relates is an infant class and is full to its admission number. If the class size limit of 30 is not maintained, the School will be under a statutory duty to consider taking qualifying measures, involving the employment of an additional qualified teacher and the provision of extra teaching space.**

However, Birmingham Local Authority is able to meet its statutory obligation to provide every child of compulsory school age living in the City of Birmingham with a suitable school place, as places are available in suitable alternative schools and the appellant has been notified about these.

This statement should be read in conjunction with the accompanying covering sheet, which sets out the details of the decision in relation to the appellant.

**PART B – THE SCHOOL**

About the School

## West Heath Primary School is a two–form entry school, situated in a largely built-up area, adjacent to a busy main road. The school was built in 2019 as a 2-storey building, to accommodate 420 pupils. The demographics of the school has changed recently. 22% children are on the SEND register. 53% children are entitled to pupil premium funding. The number of children with EAL has significantly risen.

The school is a new build. There are no breakout spaces and no additional classrooms. The school hall caters for ¾ of the children during assembly. The hall is used for PE and is also used as a dining hall. Some children eat in classrooms due to the physical space in the hall.

From 11.30-1.30 every day the school hall is out of use so that all children can eat and so that the hall can be cleaned after lunch and before lessons begin.

**Physical capacity**

**The school has a net capacity of 420.**

Net capacity is a single, robust, and consistent method of assessing the total number of pupils a school can accommodate. It is calculated using a formula set by the government to measure the number and size of a school’s ‘classbases’, which are defined as classrooms or areas designated as a registration base for a class.

## **The school has a published admission number (PAN) of 60 for Reception**

The published admission number is the number of places the admission authority must offer in each relevant age group. It is part of the school’s admission arrangements and must be consulted upon and published annually. In determining the school’s published admission number, the Local Authority had regard to the school’s net capacity, alternative places available at other schools, and its general duty to secure the economic, efficient, and effective use of its resources.

Admission limits are normally based on classes of 30 pupils. The agreed policy of the Authority, Advisers and the Teachers’ Associations is that class sizes should be kept as small as possible within the constraints under which schools have to work. It is considered educationally undesirable for classes to exceed 30, particularly when there are suitable places available at neighbouring schools. Excessive class sizes can impose strain on both staff and resources.

**Admission criteria**

Any child with an Education, Health, and Care Plan (EHCP) is required to be admitted to the school named in the plan. This gives such children overall priority for admission to the school. This is not an oversubscription criterion.

Where there are more applications than places at the school, each preference expressed by a parent for West Heath Primary School is considered equally with those of other applicants and places are offered in accordance with the admission criteria published in the Online booklet ‘**Primary School Admission Arrangements 2023’**, as follows:

1. Looked after children or children who were previously looked after (including

previously looked after children from outside of England).

*A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.*

*A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. This includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders).*

*Child arrangements orders are defined in Section 8 of the Children Act 1989, as amended by Section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 which defines a ‘special guardianship order’ as an order appointing one or more individuals to be a child’s special guardian (or special guardians).*

1. Siblings: brother or sister who will still be in attendance (not Nursery) in September 2023.

*Conditions apply; for the full definition please refer to the published admission arrangements available at* [School admissions | Birmingham City Council](https://www.birmingham.gov.uk/schooladmissions)*.*

1. Distance (children who live nearest the school measured in a straight line).

Within each of these categories, priority is given to those who live nearest to the school, calculated on the basis of a straight-line measurement between home and the centre point of the school. The home address is accurately located using a computerised mapping system, and the distance between the applicant's home and the school is measured, by computer, to the nearest metre.

**Waiting list**

Parents of children who have not been offered a place at the school have been informed of their right of appeal and added to the school waiting list. This waiting list is not fixed following the main round of offers; it is subject to change. This means that a child's waiting list position during the year could go up or down. Any late applications accepted are added to the waiting list in accordance with the school’s admission criteria.

**Offer of Places *(TO BE COMPLETED BY SCHOOL ADMISSIONS)***

At the main round of offers on **17 April 2023**, places at West Heath Primary School were offered as follows:

* **3** places were offered to children with an Education, Health, and Care Plan.
* **0** places were offered to looked-after children or children who were previously looked after but immediately after being looked after became subject to an adoption, child arrangement or special guardianship order (see criterion 1 above).
* **22** places were offered to children with a brother or sister already at the school at the time of admission (see criterion 2 above).
* **35** places were offered to children who live nearest the school (see criterion 3 above).

**Current Numbers on roll** **26-09-2023**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **Rec** | **1** | **2** | **3** | **4** | **5** | **6** | **Total** |
| **Admission Limit** | **60** | **60** | **60** | **60** | **60** | **60** | **60** | **420** |
| **Numbers on Roll**  | **60** | **52** | **58** | **60** | **58** | **61** | **57** | **406** |

**If you are over your numbers in any year group, please explain why (***for example, LA requests, Fair Access placements, upheld appeal, SEN, P/LAC, etc).*

|  |  |
| --- | --- |
| **Year Group** | **Reasons why over numbers:** |
| **Reception** |  |
| **Year 1** |  |
| **Year 2** |  |
| **Year 3** |  |
| **Year 4** |  |
| **Year 5** | A pupil has joined us with an EHCP. However, his current provision is not within the main classroom environment. |
| **Year 6** |  |

**West Heath Primary School cannot admit any more pupils above its published admission number without prejudice to the provision of efficient education and the efficient use of resources for the following reasons:**

* We do not have any spare rooms within school. Despite being a new build, space is at a premium. KS2 classes can only house 30 children and in KS1 are accessible for 30 children. Whilst the ratio of children: teachers is 1:25 this figure does include the deputy head teacher, assistant head teacher and PPA cover. Members of staff must accompany wheelchair users due to there being no push release buttons.
* Any more than 30 children in a class disadvantages all children in the class.
* In each class there are children with Autism and or learning difficulties. To increase numbers and reduce space would put the current children at a disadvantage.
* Time and space at lunchtime is limited we cannot accommodate 420 children eating and clearing within just an hour. It takes 1-hour 40mins to ensure that all children have a meal and a break.
* Entry levels to Reception are low and therefore classes of 30 and under are needed to ensure good progress is made. Staff ratios are within the legal guidelines of 1 teacher to 30 children and in EYFS there are also 2 teaching assistants. We do not have the resources to reduce ratios.
* The school attainment results are below floor targets.
* Our school is partially DDA compliant, but children/adults need support to move around the building since doors cannot be independently opened by a child in a wheelchair. To this end, a member of staff must be in attendance when a child with a physical disability is moving around the school.
* There are no hoists and no changing facilities.
* The school has sufficient play space to cater for the needs of 420 children
* There is inadequate dining space, dinners are served in a space of 48 square metres. Children who bring sandwiches to school eat them in classrooms due to capacity.
* Our school does not have a SEN resource base.

**PART C – ACCOMMODATION AND INFRASTRUCTURE**

**Accommodation**

The table below sets out how many classrooms the school should have, together with their dimensions based on the school’s current Published Admission Number (see below), to conform to the recommended guidelines, set out in Guidelines for Mainstream Schools BB103 March 2015.

**Recommended Number of rooms and dimensions based on the school’s current Published Admission Number of 420**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type of room** | **DFE Recommended number of rooms** | **Actual number of rooms at your school** | **DFE Recommended dimensions in m2** | **Actual room dimensions in m2(if known) at your school** | **DFE Recommended Maximum group size** | **Maximum group size permitted for size of teaching space in your school** |
| **Reception Classrooms**  | 2 | 2 | 62m2 | 63m2 | 30 | 30 |
| **Infant Classrooms** | 4 | 4 | 62m2 | 56m2 | 30 | 30 |
| **Junior Classrooms** | 8 | 8 |  55m2 | 56m2 | 30 | 30 |
| **Food Science** | 0 | 0 | 62m2  | n/a |  30 | n/a |
| **DT Room** |  0 | 0 | 62m2  | n/a |  30 | n/a |
| **Computer/ICT Suite** |  0 | 0 |  - | n/a | - | n/a |
| **Music Room** |  0 | 0 |  - | n/a |  - | n/a |
| **Main Hall / Dining Room** |  1 | 1 |  180m2 | 182m2 |  330 | 330 |
| **Library**  | 1  | 1 |  34m2 | 27m2 |  20 | 17 |
| **Toilets for Children** | 1 per 10 KS1 1 per 20 KS2  | EYFS: 6KS1: 7KS2: 11 | -  | - |  - | Overall ratio 1:16 |
| **SEN and Support Spaces Large Room** |  0 | 0 | 16m2  | n/a |  - | n/a |
| **Small SEN Room**  |  1 | 0 |  9m2 | n/a |  - | n/a |

**Internal spaces**

|  |  |  |
| --- | --- | --- |
| **Corridors** | **DFE-recommended size** | **Actual size** |
|  | **2.1m** | **1.8m** |
| **If there is more than one building, sizes of all corridors:** |  |  |

|  |  |
| --- | --- |
| **Number of entry/exit points:** | 13 this includes doors to classrooms and the school hall |
| **Are these sufficient to handle the flow of students?** | YES |
| **If NO, what measures has the school put in place?** | N/A |
| **Has the school got dedicated spaces for intervention work?** | NO |
| **If NO, what measures has the school had to take?** | Children work in classrooms to undertake intervention or in the dining room or library |

**External spaces**

|  |  |
| --- | --- |
| **How many entry points/school gates has the school got to access its site?** | 3 |
| **Has the school got a playing field or access to a grassed area?** | YES |
| **Does the school occupy a shared site?** | NO |
| **If YES, please specify:** | N/A |

**History and state of the buildings**

**Does the age and design of the school buildings cause problems?** - NO

**If yes, please specify**

**Have any changes been made to the school’s physical accommodation or organisation since an admission number was originally set for the relevant year group?** - NO

**Is the school currently having any building work done?** - NO

**If yes, what is the nature of the building work being undertaken, expected duration and the effect on the school?**

**Does the school have any planned work in the future?** - NO

**If yes, when is it scheduled to start and finish?**

**Classrooms and specialist areas**

**Do the classrooms have sufficient space to accommodate wheelchair users?** - YES

**If yes, what measures have you put in place?**

* They are small but we do have a lift and access to disabled toilets

**Do the classrooms often have other adults present during lessons?** (Teaching Assistants or Learning Mentors, for example)**.**

**Please provide details**

* KS1 and EYFS have teaching assistants. There are 2 teaching assistants shared across KS2..

**Other areas**

**The school hall should be able to accommodate at least half the school at any one time. Is this the case?**

* YES

**Lunchtime should be no longer than 3 sittings (60 minutes in total). Is this the case?**

* NO, it takes 90minutes

**Are the dining facilities adequate for the numbers on roll?**

* NO

**Does each classroom have its own stockroom?** - NO

**If no, where are books and equipment stored?** - There are teaching walls with access for stock to be stored

**Each school should have sufficient changing facilities for half a year group. Is this the case?**

* NO, we have no changing facilities

**Health and Safety**

**Please provide any evidence of adverse effects of overcrowding such as accident statistics, incidents attributable to overcrowding (such as slips, falls, pushing) or behaviour in playground and other public spaces for the last academic year.**

N/A

**Staffing information**

|  |  |
| --- | --- |
| **Percentage of time senior leadership staff spend teaching** | 50% |
| **Is the school fully staffed?** | YES |
| **If NO, which areas are under-staffed?** | N/A |
| **If NO, what measures has the school put in place?** | N/A |

|  |  |  |
| --- | --- | --- |
| **Pupil: Teacher Ratio** | **National average** | **At the school** |
|  | **1:20.7** | **1:25** |

**Number of Teachers**

|  |  |
| --- | --- |
| **Number of Class based Teachers**  | 15 |
| **Number of Specialist Teachers: Lead Practitioners** |  |
| **Number of Specialist Teachers: PPA Cover teachers** |  |
| **Number of Specialist Teachers: Resource Base Teachers** |  |
| **Number of Specialist Teachers: SENCO/SEND** | 1 |
| **Nursery Teacher**  |  |
| **Other (please specify) Headteacher, Deputy Headteacher, Assistant Headteacher** | 4 |
| **Total Number of Teachers, including leadership** | **20** |

**Number of Teaching Assistants**

|  |  |
| --- | --- |
| **Year Group** | **Number of Teaching Assistants** |
| **Reception** | 3 |
| **Year 1** | 2 |
| **Year 2** | 2 |
| **Year 3** | 1 |
| **Year 4** | 0 |
| **Year 5** | 0 |
| **Year 6** | 1 |
| **Total**  | **9** |

**Relief Teachers/Early Career Teachers**

|  |  |  |
| --- | --- | --- |
| **Year Group** | **Relief Teacher** | **Early Career Teacher** |
| **Reception** | 0 | 1 |
| **Year 1** | 0 | 1 |
| **Year 2** | 0 | 0 |
| **Year 3** | 0 | 1 |
| **Year 4** | 0 | 0 |
| **Year 5** | 0 | 1 |
| **Year 6** | 0 | 0 |
| **TOTAL** | **0** | **3** |

**Mobility (STUDENT TURNOVER)**

**Does your school have a high turnover of students?** - NO

**If yes, please confirm the degree of student turnover for previous academic year; from September 2021 - present, if known**

|  |  |
| --- | --- |
| **Mobility**  | **% of mobility within year group** |
| **Year 1** | N/A |
| **Year 2** |
| **Year 3** |
| **Year 4** |
| **Year 5** |
| **Year 6** |

**School finances and budget**

**Have financial constraints had an impact on the school?** - YES

**If yes, please specify**

* We have a significant deficit budget for which we have an arrangement in place with the LEA. We do not have available resources to cater for the needs of all children who need it. The arrangement with the LEA means that we must balance in year.

**Pupil Information**

Absence rate

|  |  |  |
| --- | --- | --- |
|  | **National average %** | **At the school %** |
| **Pupil absence rate %** | **6.3%** | **6.1%** |
| **Persistent Absence (PA) %** | **20.9%** | **14%** |
| **Any problems with persistent attendance issues:** | Holidays in term time |

Year groups and specific concerns where relevant

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **Special Educational Need (SEN) Support** | **Education, Health, and Care Plan (EHCP)** | **1:1 support** | **Looked After Children (LAC) / Previously LAC \*** | **Pupil Premium (%)** | **English as Additional Language** **(% EAL)** |
|
| **Reception** | 10 | 3 | 1 | 0 | 16% | 10.0% 6 |
| **Year 1** | 6 | 2 | 0 | 1 | 51.9% | 8% 4 |
| **Year 2** | 16 | 2 | 0 | 0 | 50% | 13.3% 8 |
| **Year 3** | 10 | 3 | 0 | 0 | 46.6% | 15% 9 |
| **Year 4** | 16 | 3 | 0 | 0 | 57% | 6% 3 |
| **Year 5** | 15 | 3 | 0 | 0 | 45.9% | 9% 5 |
| **Year 6** | 13 | 1 | 0 | 0 | 54.3% | 5.26% 3 |
| **TOTAL** | **86** | **17** | **1** | **1** | **46%** | **9.35%** |

**\*These students are a priority for the school, the Local Authority, and the Government.**

**The table below gives the school’s percentages for pupils with Special Educational Needs, English not as a first language and those receiving free school meals. For comparison purposes, figures provided are for all of England.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School’s own figures**  | **Birmingham LA average\*** | **England national average****for primary state-funded schools\*** |
| Pupils with a statement of special educational needs (SEN) or education, health, and care (EHC) plan  | 4.6% | 1.3% | 2.27% |
| SEN Support | 21.8%  | 15.4% | 13% |
| Pupils whose first language is not English  | 9.35% | 42.2% | 21.2% |
| Pupils eligible for free school meals at any time during the past 6 years  | 45.8% | 42.6% | 25.5% |
| \*Source: Department for Education 2021-22: School Characteristics. Crown copyright. |

**Overview of SEN at West Heath (All data correct as of 26/9/2023):**

Other concerns in specific year groups

|  |  |
| --- | --- |
| **Year Group** | **Concern/s e.g., SEMH, LAC, FA, 1-1 Support, challenging behaviour** |
| **Reception** | 3 children with EHCPs2 children with SSP1 child with significant medical needs1 child TAC pending 2 children with EHCPs |
| **Year 1** | 2 children with EHCPs |
| **Year 2** | Challenging behaviour in both classes. 3 Children with significant medical needs.Child with attachment disorder.2 Children with SSPs2 children with EHCPs |
| **Year 3** | 3 children with EHCPs 1 SSP pending |
| **Year 4** |  SEMH – several children are awaiting Specialist Support plans. Child with significant medical needs3 children with EHCPs |
| **Year 5** | 3 children with EHCPs |
| **Year 6** | Significant low-level attainment1 child with EHCP |

Special needs provision

**Do you have any children with any disabilities and or require the use of disability aids?**

* YES

**If yes, can you specify how many children, their disabilities and the**

**disability aids they use?**

* 1 child has a walking frame another child has a walking frame and a wheelchair

**Does the school have a SENCO?**

* YES

**Does the school have staff with specific knowledge and understanding of specialist areas around SEND?**

**If yes, please specify**

* YES
* Qualified SENCO

**Does the school have to purchase full packages of support from external agencies?**

**If yes, please specify (do not use abbreviations)**

* Pupil School Support
* Educational Psychology Service

Special education provision for schools with a Resource Base

N/A – No Resource Base

The Fair Access Protocol

|  |  |
| --- | --- |
| **Year Group** | **Number of referrals in the current and previous two terms** |
| **Reception** | 0 |
| **Year 1** | 0 |
| **Year 2** | 0 |
| **Year 3** | 0 |
| **Year 4** | 0 |
| **Year 5** | 0 |
| **Year 6** | 0 |

Managed Moves

|  |  |
| --- | --- |
| **Year Group** | **Number of managed moves in the current and past two terms** |
| **Reception** | 0 |
| **Year 1** | 0 |
| **Year 2** | 0 |
| **Year 3** | 0 |
| **Year 4** | 0 |
| **Year 5** | 0 |
| **Year 6** | 0 |

**CONCLUSION TO STATEMENT AND HEAD TEACHER’S COMMENTS**

**Consideration of Prejudice**

**What effect an additional admission would have on the school in the current and following academic years as the year group moves through the school?**

Response:

In several year groups there is a high level of need. We currently have 22% of our children who have SEND and 17 EHCPs. This is significantly higher than the national average. Our resources are limited, and we do not have any additional space in which to withdraw children. The number of pupils with EHCPs has risen from 3 to 17 since 2021. This has been managed with no additional resources or space. This has however seen a decrease in our levels of attainment and progress across the school.

**The impact of an additional admission on the organisation and size of classes, the availability of teaching staff, and the effect on children already at the school.**

Response:

Classrooms are at compliant level with no additional space for additional support groups, interventions

We have children in each year group with SSPs and/or EHCPs. The academic level in several year groups is significantly low. Resources are deployed to support pupils with challenging behaviour. This means that 6/14 classes do not have additional resources to support learning.

**The overall impact of the locally agreed Fair Access Protocol**.

Response:

Our % SEND has increased to 22% in the past 2 years. Where we once had 3 EHCPs we now have 17. The predominant category of SEND is Autistic spectrum disorder. The level of support for children with ASD cannot be maintained or increased.

Staff absence rates are being negatively affected. Where we once had one of the best staff attendance rates we now have a significantly raised absence rate amongst staff.

**Head Teacher’s Comments**

There is a significant increase in the % children with SEND in our school. 14 children have EHCPs, and this has depleted the amount of support children are receiving. 52% of our children are entitled to pupil premium funding and due to depleted resources our Pupil Premium children are not making the progress expected.

The use of space is at a premium and there are no breakout spaces. For those children with challenging behaviour or who experience sensory overload, remaining in the classroom causes further distress. This impacts on the other pupils in the class, staff and has a negative impact on the child. This can be seen in attendance rates for both staff and children. This situation has also led to exclusions and suspensions.

The school previously attained results in line with national expected standard but in 2022 results were significantly below national expectations. Resources were not available to support those children in upper key stage 2 who were significantly behind in terms of progress. Those children entitled to pupil premium made significantly less progress than their peers. The schools progress measures at key stage 2 were significantly below both local and national expectations.

4 children with EHCPs have been allocated West Heath Primary for academic year 2023/24 in Reception. There are a further 2 children with SSPs. This has significantly impacted on school organisation of resources.

Y2 have 3 children with EHCPs and no additional adults to support. Despite offers of funding; recruitment of specialist TAs is extremely difficult and for some children adult support is not the intervention they need. Space is at a premium and the impact of challenging behaviour and medical needs is affecting the progress of children in some year groups. It is also affecting staff morale*.*

**PART D – GENERAL**

**Coordinated Admissions Scheme**

Birmingham Local Authority co-ordinated the offer of Reception Class places with other admission authorities in Birmingham and with surrounding local authorities.

Parents could apply online or by completing a Local Authority Preference form by 15 January 2023. All applicants were required to provide proof of address. The School Admissions and Pupil Placements Service accepted online applications and other applications until 15 January 2023. Applications received after this date were treated in accordance with the procedure for late applications.

Parents were allowed to express up to three preferences and rank them in order of preference.

Ranked preferences for schools outside Birmingham were forwarded electronically to the Local Authorities concerned on 27 January 2023.

Unranked preferences were sent electronically to Birmingham’s Academies, Free Schools, Voluntary Aided, Voluntary Controlled and Foundation Schools on 7 February 2023. The preferences included electronic home to school measurements.

Copies of sibling reports were sent to Community Schools by 7 February 2023 for verification and return by 28 February 2023.

Birmingham Academies, Free Schools, Voluntary Aided, Voluntary Controlled and Foundation Schools were required to inform School Admissions and Pupil Placements by 28 February 2023, of the order in which those children whose parents expressed a preference for their schools are ranked in accordance with their admission criteria.

School Admissions and Pupil Placements compared ranked parental preferences for each school. All ranked preferences were given equal consideration against schools’ admission criteria. If the child met the admission criteria for two or more schools and could therefore potentially be offered a place at either school, the school the parent ranked highest was offered.

Surrounding Local Authorities were sent electronic lists, of pupils living in their authorities who had been provisionally offered places in Birmingham schools on 10th March 2023 (1st cycle).

Potential offers that could be made by other Local Authorities were considered against the rankings made by the parents concerned and the highest ranked school for which the child meets the admission criteria was provisionally offered.

Birmingham and surrounding Local Authorities sent each other further offer information on 24 March 2023 (2nd cycle).

Birmingham and surrounding Local Authorities sent each other their final offer information on 31 March 2023.

Pupils who were not offered one of their parents’ three preferences were offered a place at one of the closest community or voluntary controlled schools with a vacancy.

Birmingham Local Authority sent out offer letters to all parents living in Birmingham on 17 April 2023. Offer letters regarding Academies, Free Schools, Voluntary Aided and Foundation Schools were sent by the Local Authority on behalf of their Governing Bodies.

Parents who were offered a Birmingham School, Academy or Free School were required to inform the school whether or not they accept the offer by 2 May 2023. Those who did not reply by this date risked losing the offer made.