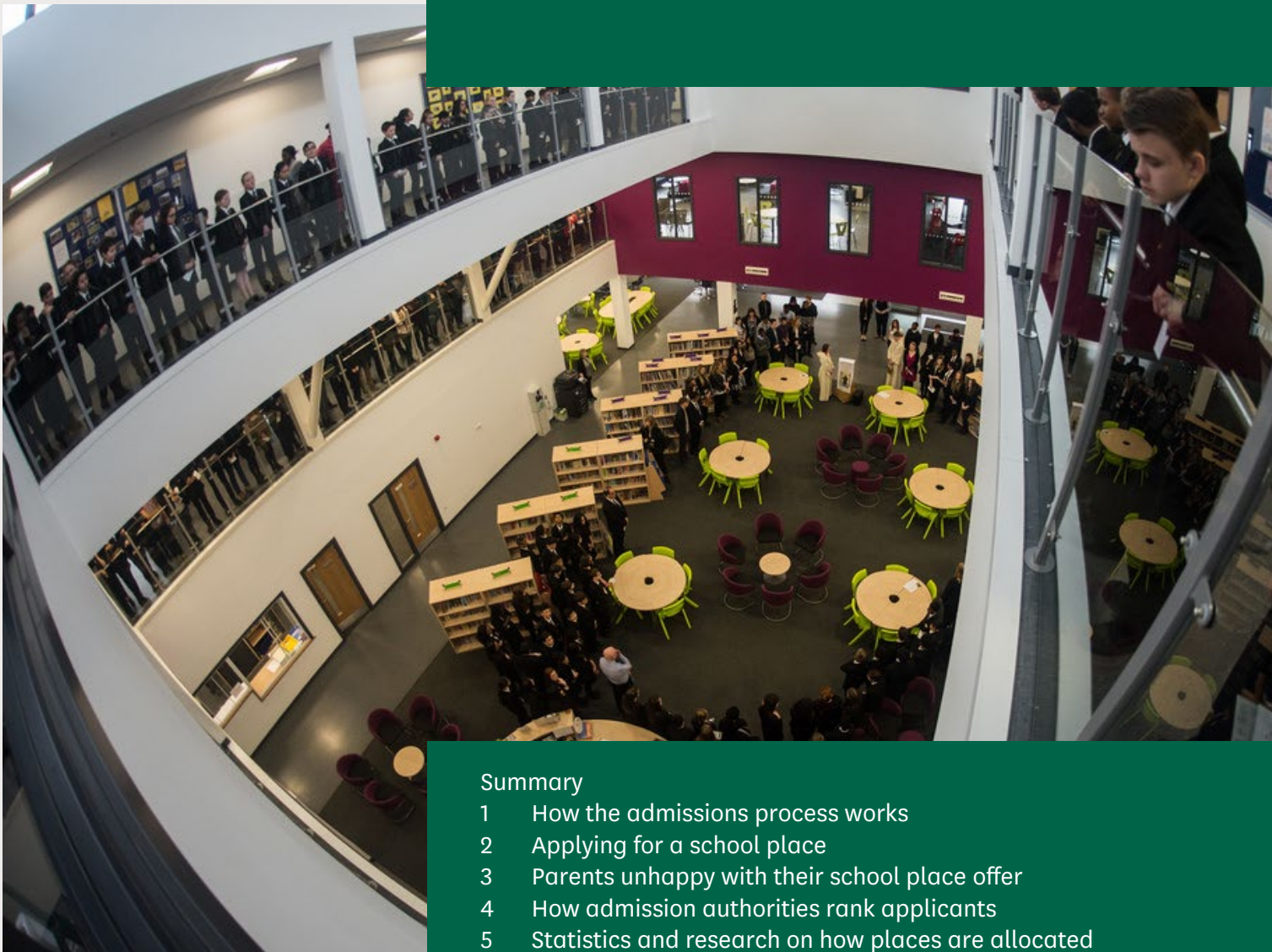


Research Briefing

3 November 2023

By Nerys Roberts

# School admissions in England



## Summary

- 1 How the admissions process works
- 2 Applying for a school place
- 3 Parents unhappy with their school place offer
- 4 How admission authorities rank applicants
- 5 Statistics and research on how places are allocated

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## Summary

This briefing paper provides an overview of how places are allocated at state-funded schools in England, and how parents and carers apply for places for their children. It covers the legislative framework, school application processes, and appealing against a decision to refuse a place at an individual school.

Different arrangements apply in Scotland, Northern Ireland and Wales.

## School starting age

Children in England can take up a full-time school place in the September following their fourth birthday, but there is no requirement for them to be in education until the start of the school term following their fifth birthday.

## Choosing a school

Parents and carers in England can express preferences for particular schools. There's no absolute right to choose a school, but if a school is undersubscribed any child that applies must usually be offered a place. Undersubscribed means a school has had fewer applications than places available.

## No automatic allocation of school places

School places are not automatically allocated in England, even when children are attending an attached pre-school or feeder school or have older siblings already attending. Parents or carers need to apply for a place.

## Options for parents who don't get the school place they wanted

Parents or carers who are refused places at their preferred schools have a right of appeal. Other options include remaining on waiting lists, joining the

waiting lists of schools not originally applied for, or making other suitable arrangements – for example, home education.

## How well is the school admissions system working?

Nationally, a large majority of parents receive offers from their first preference primary or secondary schools. However, this masks significant local variation. In some areas, almost all parents get their first preference secondary school after the initial allocation round, whilst in others, only around half do so.

The [Education Policy Institute \(EPI\) has analysed parents' use of the appeal and waiting list system](#). It found that some groups were less likely than others to secure their first choice secondary school using these routes – in particular, those from some minority ethnic groups, and those eligible for the Pupil Premium.

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# 1 How the admissions process works

## 1.1 Admission criteria are set by either the school or the local authority

### Admission authorities

The bodies responsible for school admissions in England are called admission authorities. The admission authority will be either the school's governing body, academy trust, or the local authority, depending on school type.

Admission authorities for state-funded mainstream schools in England must have regard to the Department for Education's (DfE's) statutory School admissions code and School admissions appeals code:

- DfE, [School admissions code](#), September 2021 version - referred to throughout this briefing as the code
- DfE, [School admissions appeals code](#).<sup>1</sup>

The codes are underpinned by Part 3 of the School Standards and Framework Act 1998 as amended, and related regulations.

Maintained schools are under direct statutory duties in relation to school admissions. Academies and free schools are held to the codes through their funding agreements with the Secretary of State for Education.

## 1.2 Recent policy developments relating to school admissions

### DfE consultation and publication of revised code

Between June and October 2020, the Department for Education [consulted on changes](#) to the school admissions code. The proposals concerned vulnerable children without a school place during the school year, and some other related issues.

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<sup>1</sup> Department for Education, [School Admissions Code](#), September 2021; Department for Education, [School Admissions Appeals Code](#), September 2022. All web addresses last accessed 3 November 2023, unless otherwise stated.

Proposals included:

- Introducing timescales for the in-year application and decision-making process. In-year admissions are those made outside usual points of admission – for example, September for starting reception, and the September of year 7 for secondary schools.<sup>2</sup>
- Requiring local authorities and admission authorities to share certain sorts of information about how applications can be made, and where places are available.
- Clarifying how fair access protocols should work and who they should cover. The protocols are designed to help vulnerable children access a school place.

The consultation did not cover amendments relating to delayed school admission for summer-born children, because changes in this area would require primary legislation. Section 2.2, below, provides more information on this issue.

The DfE subsequently published [a revised school admissions code](#) in September 2021.

## 1.3

### Determining and consulting on admission arrangements

A school's admission arrangements must specify how many children in the relevant age group the school intends to admit (the published admission number, or PAN) and how applicants will be prioritised where there are more applicants than places.

The criteria used to prioritise applicants are known as oversubscription criteria.

If an admission authority wants to vary its admission criteria from the previous year, it's usually required to consult on this, although there are some exceptions.

Even where no changes are proposed, admission authorities must consult on their admission arrangements once every seven years as a minimum.



## 1.4

# The Office of the Schools Adjudicator – objections to admission arrangements

The Office of the Schools Adjudicator decides on objections to determined admission arrangements for state-funded mainstream schools in England. Further Information is available on the [Office of the Schools Adjudicator website](#).

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## 2 Applying for a school place

### 2.1 No automatic enrolment in schools

School places are not automatically allocated once a child reaches a certain age. Parents or carers must apply on their behalf.

For admission at normal points of entry (for example, entry into the first year of infant, primary or secondary school) parents apply to their home local authority. Some free schools in their first year of operation may choose to run their own admission process.

Some schools may require a supplementary information form that asks for further details about the child, and some selective secondary schools require applicants to sit selection tests.

### 2.2 School starting age in England

Children don't have to be in education (whether in a school or elsewhere) until they reach compulsory school age, that is, at the beginning of the school term following the one in which they turn five years old. For example:

- A child who turns five on 2 September reaches compulsory school age on 31 December and is expected to be in full-time education from the start of the January term.
- A child who turns five on 21 March will reach compulsory school age on 31 March, that is, at the beginning of the summer school term.
- A summer born child who turns five on 30 June will not reach compulsory school age until 31 August, and so will have to be in full-time education at the start of the new autumn term.

### 2.3 Summer born children starting school

Currently, parents and carers are allowed to request that children are admitted outside their usual age group. This means they could, for example, join the year below the one they would usually join based on their age. However, there's no duty on admission authorities to comply with such requests.

A separate briefing paper looks at the rules on the admission of summer born children to school – that is, those born between 1 April and 31 August inclusive):

- [Commons' Library briefing paper, Summer born children: starting school.](#)

Successive governments have committed to strengthen parents' rights to request their summer born child starts reception a year later than they normally would – that is, after they have turned five years old as opposed to when they have just turned four. The [DfE publishes guidance for schools](#) and also [advice for parents](#) who are considering delaying their summer born child's admission to school.

In response to a PQ in September 2022, then-minister Jonathan Gullis said that recent data showed “almost nine in ten requests for delayed entry to reception [are] now approved”.<sup>3</sup>

## Deferring a reception place, or attending part-time

Parents and carers can defer the date their child starts in the allocated reception class until either:

- The beginning of the summer term, in the case of summer born children with birthdays between 1 April and 31 August inclusive
- For all other children, the beginning of the term following their fifth birthday

The school's permission is not required to defer a place in this way. Parents and carers can also decide that their child will attend school part-time until they reach compulsory school age.

## 2.4

# School application process

## Selecting schools

The local authority's common application form (or online admission application) must allow parents to name a minimum of three schools, in order of preference.

Admission authorities must comply with parental preferences where this is reasonable, but not if all places are already taken by children ranking more highly against the school's oversubscription criteria. As such, there is a right

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<sup>3</sup> [PQ 45409 \[on Primary Education: Admissions\], 27 September 2022](#)

to express a preference for a school or schools, but no absolute right to choose a school, unless the school is undersubscribed.<sup>4</sup>

## **Myths about naming only one school on the application form**

Nominating only one school on the application form doesn't increase the chances of being offered a place at the preferred school. If all places at the only nominated school are filled by children who rank more highly against the school's oversubscription criteria, then the applicant would usually be offered another school selected by the local authority.

The code expressly prohibits admission authorities from "[giving] extra priority to children whose parents rank preferred schools in a particular order"<sup>5</sup> (para 1.9).

## **Nominating schools in other local authority (LA) areas**

On the application form, parents can nominate any mainstream school that has an intake of children at the relevant age. This includes schools in other LA areas. The likelihood of getting a place will depend on whether the chosen school is oversubscribed or not, and if so, how closely the child meets the oversubscription criteria.

## **2.5**

## **Specific situations**

### **When a child has two addresses because of shared care**

Different admission authorities use different criteria to determine a child's main address, where a child lives for part of each week with each parent. Local authorities can provide guidance on their policy.

### **Moving house after the application deadline**

The local authority should be able to provide written clarification about the rules in situations where families move house after the cut-off date for on-time applications or will move soon before the application deadline.

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<sup>4</sup> This does not apply in the case of grammar schools, which do not have to admit children who don't meet the academic threshold, even if there are spare places.

<sup>5</sup> Department for Education, [School admissions code](#), September 2021, p11

## School places for children returning or arriving from abroad

### Children of serving members of the armed forces and crown servants

There are special provisions in the admission code relating to children of crown servants returning from overseas and children of serving members of the armed forces.

Admission authorities must allocate a place in advance of the family arriving in an area, providing a parent supplies an official letter that includes a relocation date. When allocating places according to their oversubscription criteria, admission authorities must use the address where the child will be living, as long as parents provide some evidence of their intended address. If a parent requests that a unit or quartering address is used, the admissions authority must use that address.

### Other children from overseas

There are no general provisions in English **education** law restricting school places on the basis of citizenship or immigration status. However, individuals' immigration and visa conditions may preclude attendance at a state-funded school. The [Department for Education publishes guidance on school admission for children from overseas](#).

## 2.6

## Guidance for parents and carers

Local authorities publish guidance on the school application process. Often, this will include information on how school places were allocated in previous years – for example, how far the furthest child offered on the grounds of home-to-school distance lived from the school.

However, school intake patterns can vary significantly from year to year, depending on a wide range of factors – for example, the number of siblings applying, whether the admission criteria have changed, or local demographic changes, for example, changes in birth rates and movements into or out of a locality.

## 2.7

## Obtaining a school place dishonestly

Where an admission authority believes that a place may have been obtained dishonestly, for example, by inappropriately using the address of a relative rather than the child's actual home address, then it may decide to carry out an investigation.

Where an admission authority concludes that a place has been obtained “fraudulently” (para 2.14), the code allows it to withdraw the place even when the child has started school. The length of time a child has been at the school will be a likely factor when deciding whether such action would be reasonable. The code suggests that “it might be considered appropriate to withdraw the place if the child has been at the school for less than one term.”<sup>6</sup>

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<sup>6</sup> Department for Education, [School Admissions Code](#), September 2021, Para 2.14

## 3 Parents unhappy with their school place offer

### 3.1 Receiving an offer

On national offer day, parents and carers should receive one offer of a school place, which they will need to accept or decline.

Where the LA is unable to offer a place at any of the schools a parent nominates on the application form, it may offer a place at another school with capacity. This could be at a school some distance from the child's home. Information on free home-to-school transport and when this must be arranged can be found in section 6 of a separate [Library briefing paper, Constituency casework: schools](#).

Occasionally, an LA may be unable to offer any place at all on national offer day. In these cases, parents may wish to seek independent advice from a specialist organisation on their options. Organisations that might be able to assist include:

- [Citizen's Advice](#)
- [ACE Education](#)
- [Coram Children's Legal Centre](#)

Rejecting the offered school place doesn't make it more likely that a place will be found in a preferred school. Once it has made an offer, the LA is usually considered to have discharged its statutory duty to arrange a school place.

Parents who are not offered a place at their preferred school have a number of options open to them. Some of these are outlined below.

### 3.2 Waiting lists

All admission authorities are required to maintain a waiting list for at least the first term of the new school year. Applicants can contact the admission authority to enquire whether their child has been automatically placed on waiting lists.

Waiting lists are kept in order of the school's admission oversubscription criteria, and not according to the date the child's name was added to the list.

A child's position on a waiting list can therefore go down as well as up – for example if a child who ranks more highly against the oversubscription criteria joins the list.

## 3.3 School admission appeals

Parents or carers who are unhappy with the decision to refuse their child a place at a particular school usually have a right of appeal.

Statutory guidance on the appeal process is contained in the DfE's School Admissions Appeals Code.<sup>7</sup>

Admission appeals are for a place at a school that has declined to offer a place, not against the place allocated.

There are special arrangements for some appeals about admission to infant classes (reception, year one and year two).

### The infant class size rule

The School Admissions (Infant Class Sizes) England Regulations 2012<sup>8</sup> limit maintained school infant classes (classes in which most children will reach the age of five, six or seven during the school year) to 30 pupils per school teacher. There are some exceptions to the general rule, and these are set out in paragraph 2.16 of the code:

- children admitted outside the normal admissions round with statements of special educational needs or Education, Health and Care Plans specifying a school
- looked after children and previously looked after children admitted outside the normal admissions round
- children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process
- children admitted after an independent appeals panel upholds an appeal
- children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance
- children of UK service personnel admitted outside the normal admissions round

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<sup>7</sup> Department for Education, [School Admissions Appeals Code](#), September 2022

<sup>8</sup> SI 2012/0010, made under S 1 of the School Standards and Framework Act 1998, as amended.



- children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil
- children with special educational needs who are normally taught in a special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.<sup>9</sup>

There are no statutory maximum class sizes for classes other than infant classes.

## Infant class size appeals: what can appeal panels consider?

Section 4 of the admissions appeals code deals with infant class size appeals – that is, appeals about admission to reception, year one or year two classes where the admission of extra children would breach the statutory class size maximum of thirty pupils per teacher.

A panel considering an infant class size appeal can only uphold appeals at the first stage if:

- a) it finds that the admission of additional children would not breach the infant class size limit; or
- b) it finds that the admission arrangements did not comply with admissions law or were not correctly and impartially applied and the child would have been offered a place if the arrangements had complied or had been correctly and impartially applied; or
- c) it decides that the decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.<sup>10</sup>

On the consideration of ‘reasonableness’ (in relation to the third ground above) the appeals code says:

4.10 The threshold for finding that an admission authority’s decision to refuse admission was not one that a reasonable authority would have made is high. The panel will need to be satisfied that the decision to refuse to admit the child was ‘perverse in the light of the admission arrangements’<sup>23</sup> i.e. it was ‘beyond the range of responses open to a reasonable decision maker’ or ‘a decision which is so outrageous in its defiance of logic or of accepted moral standards that no sensible person who had applied his mind to the question could have arrived at it.’<sup>11</sup>

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<sup>9</sup> Department for Education, [School Admissions Code](#), September 2021, para 2.16, ps 24-25

<sup>10</sup> Department for Education, [School Admissions Appeals Code](#), October 2022, p24

<sup>11</sup> As above, p25

## Support for parents or carers wanting to appeal

Parents who decide to appeal may wish to obtain specialist advice. The following may be useful initial background for parents or carers considering this route:

- ACE Education website article, '[Disappointed with the school place offered to your child?](#)'
- Gov.uk website article, '[School admissions – appealing a school's decision](#)'

### 3.4

## Further avenues of complaint

Where there is evidence that a school place has been refused because of some unfairness or mistake by the admission authority or a school admissions appeal has been handled incorrectly, the Local Government and Social Care Ombudsman (for maintained schools) or the Education and Skills Funding Agency (ESFA – for academy schools) may be able to consider a complaint.

This is not another level of appeal and neither the LGO nor ESFA can question decisions if they were taken properly and fairly by the admission authority or the appeal panel. An LGO [factsheet on school admissions](#) (March 2023), provides information about making complaints in relation to school admissions.<sup>12</sup>

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<sup>12</sup> Local Government and Social Care Ombudsman, '[School admissions](#)', March 2023

## 4 How admission authorities rank applicants

Where a school is under-subscribed, any child applying for a place during the normal admission round must usually be offered one. This does not apply in the case of designated grammar schools (or academies that were previously designated grammar schools). These schools can refuse a place if a child does not meet the required academic standard.

Where a school is oversubscribed the school's admission authority will rank applications against its published oversubscription criteria.

The oversubscription criteria used must be "reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation" (para 1.8 of the code).

### 4.1 Children automatically receiving the highest priority

#### Looked after and previously looked after children

The code requires that, for non-selective, non-faith schools, all children in the following two categories must always be given the highest priority in oversubscription criteria:

- Looked after children
- Previously looked after children, who have left care via adoption, special guardianship order (SGO) or a child arrangements order

Where a school designated with a religious character (a 'faith' school) gives some priority to children based on faith, it must prioritise looked after and previously looked after children of the faith ahead of other children of the faith.

Guidance on the admission of looked after and previously looked after children to selective schools can be found in paras 1.19, 1.20 and 1.23 of the code.

Since September 2021, the school admissions code has also required priority in school admissions to be given to children who were in state care outside

England immediately prior to their adoption. The DfE has published [guidance to assist admission authorities](#) in assessing applications from families.

## Children with a statement of special educational needs or an Education, Health and Care Plan (EHCP)

The code states:

[...] All children whose statement of special educational needs (SEN) or Education, Health and Care (EHC) plan names the school must be admitted.<sup>13</sup>

## 4.2 Commonly-used oversubscription criteria

The code does not provide a definitive list of acceptable oversubscription criteria that can be used by admission authorities. Commonly-used criteria include:

- Having a sibling at the school
- Distance between home and school
- Faith-based criteria (in the case of faith schools)
- Catchment areas
- Attendance at feeder primary or junior schools
- Social or medical need

## 4.3 Selection by ability or aptitude

Where a school selects the whole, or a proportion of, its intake based on ability or aptitude, there may be a separate selection test for the child to sit. Admission authorities can supply details of any selection tests, timings, and how to register.

## 4.4 Faith-based oversubscription criteria

Schools designated with a religious character can use faith-based oversubscription criteria to give higher priority to children of the faith than children of other faiths or of no faith, where oversubscribed.

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<sup>13</sup> Department for Education, [School Admissions Code](#), September 2021, para. 1.6, Pp. 9 - 10

Not all faith schools use faith-based oversubscription criteria.

Where there are fewer applicants than places, all applicants must be given a place without reference to faith. Schools can't refuse a place solely on the basis that a child is not of the relevant (or any) faith.

## 4.5 What criteria cannot be used to rank applicants?

Admission authorities are responsible for determining their own admission criteria, but the code sets out certain criteria that they can't use. These include:

- Having arrangements that directly or indirectly disadvantage children from particular social or racial groups, or children with disabilities or special educational needs
- Using any other criteria other than those clearly stated in published admission criteria when ranking applicants (that is, using 'discretion' to admit a child who'd not otherwise qualify for a place)
- Taking into account previous schools attended unless this is a named feeder school
- Taking into account the rank of parental preferences – that is, giving a child lower priority simply because the parent had named the school third rather than first on the application form
- Giving preference based on parents' practical or financial support for the school or a related body, including a religious organisation (aside from particular free schools that can give some priority to children of founders)
- Except in the case of the children of staff and those who would qualify for the [pupil premium](#) or [service premium](#), giving priority to children based on parents' income, occupation, marital or financial status
- Interviewing parents or children.<sup>14</sup>

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<sup>14</sup> There are exceptions for state boarding schools, which may interview children to determine their suitability for boarding, and for entry into the sixth form where a meeting may take place to discuss course options and academic entry requirements. The meeting, however, cannot "form part of the decision-making process on whether to offer a place" (para. 1.9 of the code).

## 4.6 Catchment areas

Some areas and schools operate a system of catchment areas, sometimes referred to as priority admission areas. Admission criteria can give some priority to children living within catchment.

Although many schools with catchment areas have space for all catchment children who apply, this isn't always the case and some may apply additional criteria to select between catchment applicants. Therefore, a child can be within catchment but not be offered a place.

Catchment areas must be drawn up in ways that are reasonable and clearly defined (para 1.14 of the code). If an admission authority is considering changing its catchment area, then this requires a statutory consultation.

In some cases, the term catchment area is used in relation to schools without defined catchment areas, to describe a school's intake area in the previous year –that is, the furthest distance a child was admitted from under distance criteria.

## 4.7 In-year applications

Parents or carers who want their child to change schools or join a school outside the normal application round (for example, in the middle of a school year, or at a point when children don't routinely join the school) will usually be required to make an in-year application.

In some areas, the local authority handles in-year applications for all schools, including own-admission authority schools, but there is no statutory requirement for them to do this. In some cases, parents may need to apply directly to the school in question.

The DfE has recently amended the code's provisions on in-year admissions and on fair access protocols (covered below). On in-year admissions, the code now requires that:

- LAs must publish information on their websites setting out how parents can apply for in-year places and publish contact information for schools that run their own in-year admission processes.
- LAs must provide information to parents about where there are free places, on request. Own admission authority schools are required to supply information about capacity, within two school days of being asked to do so by their LA.
- LAs and other admission authorities should aim to notify parents of the outcome of any application to a school within 10 school days and must

do so within 15 school days – although slightly different requirements apply to grammar schools.

## 4.8 Fair access protocols

Fair access protocols set out how school places should be found for children, particularly vulnerable children, who haven't been able to get a place through the usual in-year processes. The DfE published [guidance about the operation of fair access protocols \[link to PDF, 199kb\]](#) in August 2021, to accompany the revised school admissions code which came into force in September 2021.

Each local authority must have a fair access protocol, agreed with the majority of schools in the local area – although the code makes clear that it should be developed in partnership with all schools in the area. Once agreed, all schools must participate. When children are to be placed via the protocol, they must be allocated a place within 20 school days.

Fair access protocols must only be used to place children and young people in the following categories:

- a) children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the Protocol
- b) children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol
- c) children from the criminal justice system
- d) children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
- e) children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions
- f) children who are carers
- g) children who are homeless
- h) children in formal kinship care arrangements
- i) children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers
- j) children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of this Code

k) children for whom a place has not been sought due to exceptional circumstances.

l) children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted; and

m) previously looked after children for whom the local authority has been unable to promptly secure a school place.<sup>15</sup>

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<sup>15</sup> Department for Education, [School Admissions Code](#), September 2021, para. 3.17, p33



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## 5 Statistics and research on how places are allocated

### 5.1 How were school places offered for September 2023?

The Department for Education publishes [annual statistics on the proportion of pupils receiving offers from their preferred schools](#). The latest available data is for mainstream school entry in September 2023. These statistics only cover offers made on the national offer days - in March for secondary schools, and in April for primary phase schools.<sup>16</sup> They don't cover places offered after these dates, that is, from waiting lists, following the addition of bulge classes, or after successful admissions appeals.

In 2023, and at secondary level:

- Across England as a whole, **82.6%** of applicants were offered their first choice of secondary school. This is a slight decrease on the previous year, when the proportion was **83.3%**.
- The chance of receiving a first choice offer varied significantly across the country. Eight of the ten LAs with the lowest rates of first choice offers were in London. For example, **61.6%** of secondary applicants to Lambeth got their first choice. This compares to **98.0%** of applicants to Rutland LA.<sup>17</sup> The DfE says that parents in London may be more likely to make speculative applications given the large number of potential schools within travelling distance, and the ability to name six preferences.

At primary level:

- Across England as a whole, **92.5%** received an offer from their first choice school – very slightly higher than the previous year (when the figure was **92.2%**)
- Rates varied significantly across the country. Nine of the ten LAs with the lowest rates of first choice offers were in London. For example, in Kensington and Chelsea, **70.4%** of applicants received an offer from their first choice school, whereas in Hartlepool, the figure was **99.3%**.<sup>18</sup>

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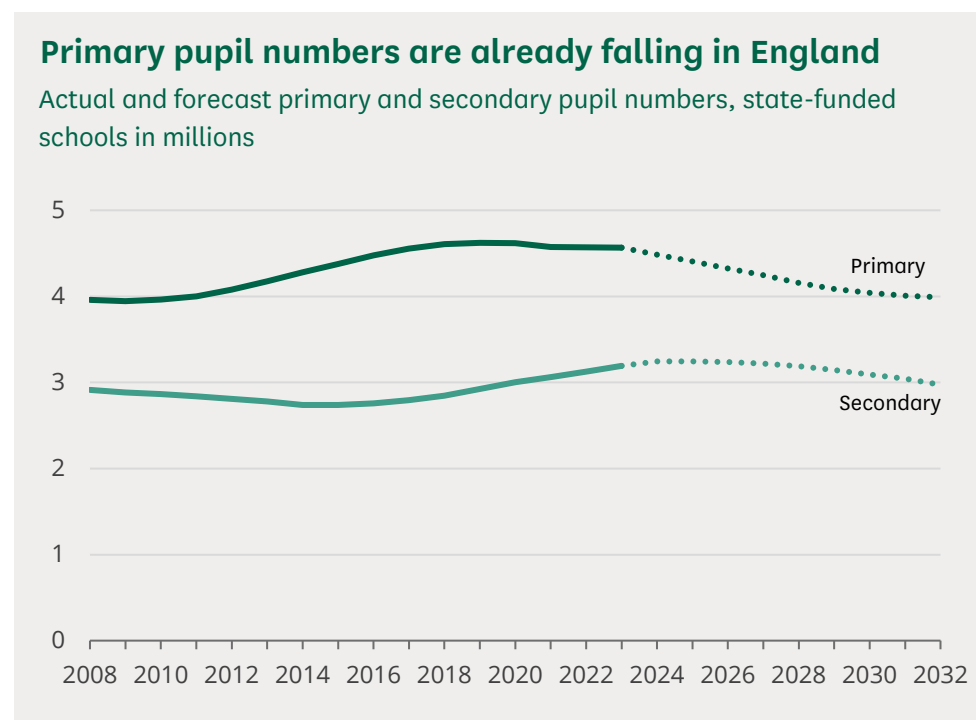
<sup>16</sup> Department for Education, [Secondary and primary school application and offers: 2022](#), 23 June 2022

<sup>17</sup> As above, main text and 'appsandoffers\_2023\_la' csv file

<sup>18</sup> As above

## Decreasing pupil numbers forecast

Nationally, state-funded schools' primary populations have been falling since academic year 2018/19, with a steeper decline predicted from 2022/23 onwards. Overall state-funded secondary numbers are expected to peak in the 2023/24 school year, and then to begin to decline.



Source: Department for Education, [National pupil projections, reporting year 2023 \(custom table\)](#), updated 18 October 2023

There are several factors potentially contributing to the predicted decline in the size of the school population, such as falling birth rates.

## 2022/23 annual report of the Schools Adjudicator

The Office of the Schools Adjudicator has several roles in overseeing the school admission process. These include collecting annual reports from local authorities and deciding on objections to admissions arrangements referred by parents or others. The [latest report covers the 2022 calendar year](#).<sup>19</sup>

Findings included:

- The vast majority of local authorities in England reported their **co-ordinated admissions processes had worked “well”, or “very well”**.
- Some local authorities reported **issues with ‘own admission authority’ schools**, with the most common complaint of this type being that the

<sup>19</sup> Office of the Schools Adjudicator, [Annual report 2022](#), published 19 April 2023

schools concerned had not adhered correctly to their own admissions policies.

- A number of local authorities reported issues to do with **over-capacity in the primary sector**, which meant that parents were more successful in getting their preferred schools, but that schools were sometimes facing funding issues (as funding is largely driven by the number of pupils on roll).
- In contrast, the Adjudicator said “there are currently **pressures in parts of the country on secondary provision** as numbers leaving primary school have been rising.”<sup>20</sup>
- In general, local authorities reported **looked-after and previously looked after children** were well served by school admissions processes.
- “Very many” local authorities reported that the needs of children and young people with **special educational needs and disabilities (SEND)** were well-served, in relation to admissions at standard entry points (ie, admission into reception and year seven for secondary).
- However, the Adjudicator said it was “most concerning” that local authorities reported “some schools [...] resist[ing] the admission of children with EHCPs [education, health and care plans]”.<sup>21</sup>

## Education Policy Institute research

[Analysis by the Education Policy Institute](#) looked at 2019 admissions data. This noted that the lower first preference offer rate seen in some London boroughs in that year may partly have been because the pan-London admissions system allows parents and carers to name up to six preference schools, leading to more speculative choices.<sup>22</sup> However, the researchers also note that the LAs with the lowest rates of first choice offers tend to also have “high total volumes of applicants relative to the number of school places available”.<sup>23</sup>

The research also suggested that:

- White British families were more likely than Black, Asian and Minority Ethnic (BAME) families to be offered their first choice secondary school. Further, these gaps weren’t fully explained by where people lived.
- Part of the reason for this pattern is that BAME families are more likely than White British families to apply to schools with better Ofsted ratings – schools which tend to have more competition for places.

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<sup>20</sup> Office of the Schools Adjudicator, [Annual report 2022](#), published 19 April 2023, p20

<sup>21</sup> As above, p25

<sup>22</sup> Education Policy Institute, [‘What have we learned from National Offer Day 2019?’](#), 13 June 2019

<sup>23</sup> As above

[Earlier research by EPI](#) looked at the waiting list and appeal systems, and different groups' experience of this. This analysis was based on data from the admission round for secondary school entry in September 2016.<sup>24</sup> It found:

- Of those families that weren't offered their first choice, around one in five used either appeals or waiting lists to get into a school that was higher on their preference list than their originally offered school.
- One in seven families receiving a lower preference offer (or school they hadn't listed) used waiting lists or appeals to obtain a place at their first-choice secondary school.
- Even after controlling for location, poorer families and those from BAME backgrounds were less likely to get their first choice school via an appeal or waiting list.

The groups most likely to be offered their first choice school in the initial allocations also tend to be those who are more successful via the appeal or waiting list route.

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<sup>24</sup> Education Policy Institute, [Fair access to schools? The impact of the appeals and waiting list system](#), April 2019

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