

To: Early Years and Admissions Working Group
Report to show the analysis of responses received to the:
Admissions Options Questionnaire.

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Development and Review

Admissions Options Questionnaire (Blue, White copy-Parents)

Number of questionnaires sent out (Blue), excludes parents, distributed 8/5/00:	777
Number of parent questionnaires sent out (White), distributed through schools/settings:	7045
Total number of questionnaires sent out:	7822

Total number of Blue returned questionnaires (closing date 14th July 2000):	77
% return:	9.91%

Total number of Parents returned questionnaires (closing date 14th July 2000):	923
% return:	13.10%

Please note: questionnaires were photocopied in schools/settings, therefore an accurate return rate is difficult to determine

Please note: The parents newsletter and questionnaire was made available to all parents in the following community languages: Punjabi, Gujarati, Urdu, Hindi and Bengali

Questionnaires were distributed to:

Headteachers of all City Infant, Junior, Primary, Secondary and Special Schools
Chairs of Governors of all City Schools
Registered Voluntary and Private Early Years Providers
Community Education Establishments
Unions
Diocese
Leicester Racial Equality Council
Leicester City Council Social Services Department
EAZ
Traveller Education Service
Leicester Federation of PTA's
SRB 5
Leicestershire County Council Director of Education
Sure Start
HAZ
New Deal
Members of the Early Years Partnership
Councillors
Chair and Secretary of the Partnership Board
Clerk to the Secretary of the School Organisation Committee
SACRE A List
Corporate Equalities Team
Parents of Nursery and Reception Children
Registered Childminders

Admissions Options Questionnaire (Blue, White copy-Parents)

I represent:

	Number
LEA School	59
Voluntary Provider	2
Private Day Nursery	4
Independent School	0
Other	11
Individual Opinion (excl parents)	1
Parents	923

Total Blue returns 77
 Total Parents returns 923

Total Responses	1000
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I am a:

	Number
Headteacher	19
Early Years Co-ordinator	11
School Governor/Gov Body	27
Nursery Owner	1
Playgroup Leader	1
Community Ed Tutor	0
Other	18
Parent	923

Total Responses	1000
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Responses were received from representatives of:

- | | |
|---|---|
| Abbey Primary School
Alderman Richard Hallam Primary School
Belgrave St Peters CofE Primary School
Bendbow Rise Infant School
Braunstone Frith Infant School
Buswells Lodge Primary School
Caldecote Infant School
Catherine Infant School
Charnwood Primary School
Christ the King RC Primary School
Coleman Primary School
Dovelands Primary School
Eyres Monsell Primary School
Fosse Primary School
Glebelands Primary School
Granby Primary School
Hazel Primary School
Heatherbrook Primary School
Herrick Primary School
Highfields Primary School
Holy Cross Catholic Primary School
Humberstone Infant School
Inglehurst Infant School
Kestrels' Field Primary School
King Richard III Infant School
Linden Primary School
Marriott Primary School
Mayflower Primary School
Merrydale Infant School
Northfield House Primary School
Overdale Junior School | Parks Primary School
Queensmead Infant School
Rolleston Infant School
Rowlatts Hill Primary School
Southfields Infant School
Sparkenhoe Community Primary School
Spinney Hill Primary School
St Mary's Fields Infant and Nursery School
Stokes Wood Primary School
Thurnby Lodge Primary School
Whitehall Primary School
Wolsey House Primary School
Wyvern Primary School
City of Leicester Teacher's Association - Early Learning Forum
Coleman EY Childcare Forum (Crown Hills CC)
Daneshill Nursery
Herrick Playgroup (sessional)
Leicester Diocesan Board of Education
Leics & Rutland Healthcare NHS Trust
NAS/UWT
NUT
Social Services Children and Family Centres
Special Needs Teaching Service
TCC Teachers Panel
Traveller Education Service
Val Jones Centre - Workplace Nursery
Westleigh Nursery Ltd
Wingfield Nursery Ltd
Women's Aid Leicestershire Ltd
Parents from a range of schools and settings across the city. |
|---|---|

Please note - List of responses received excludes individual opinion and those who did not give a school/setting/organisation name.

Admissions Options Questionnaire (Blue, White copy-Parents)

Each person was asked which option they preferred.

Option 1 - No change, leave things as they are.

Option 2 - Summer born children are offered a full-time place one term earlier than at present.

Option 3 - All children offered a full-time place in school in the September following their 4th birthday.

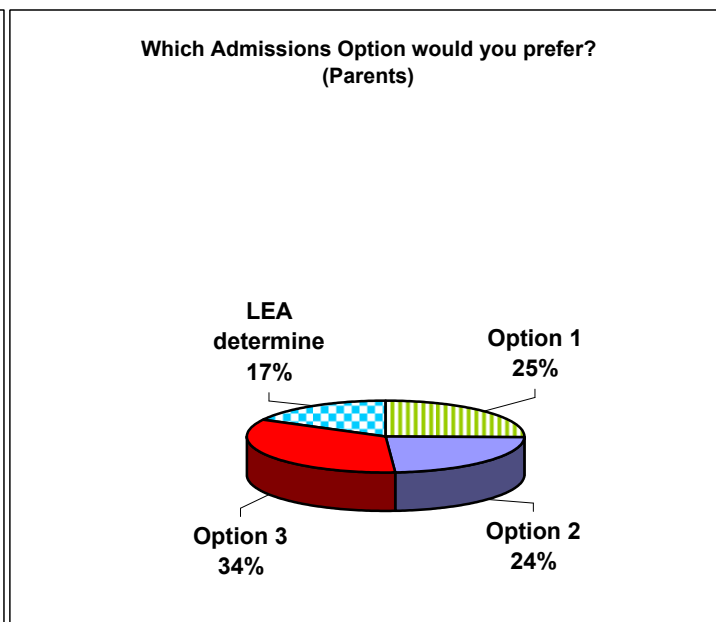
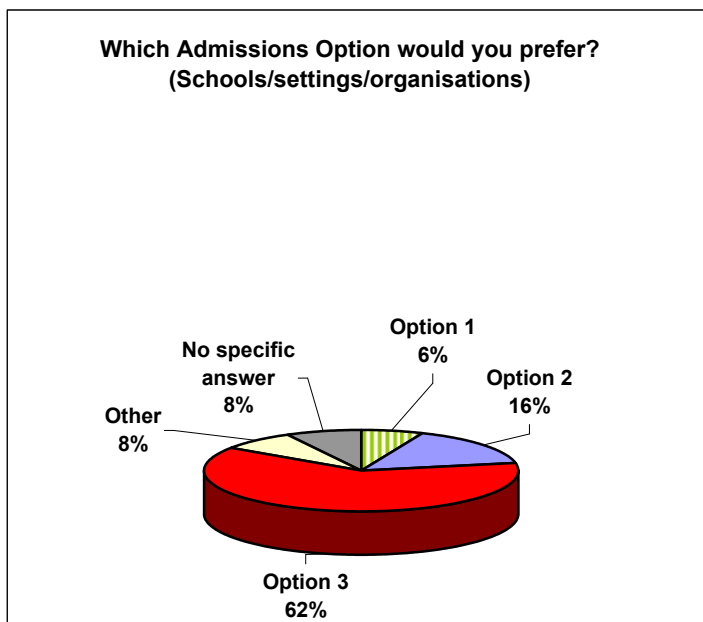
Parents were given an option which stated that they had no particular preference and were happy for the LEA to determine the best solution for all young children in the city.

Each person (except parents) was then given the opportunity to give an alternative option and give comments.

% is the percentage of those who responded to the questionnaire.

1. I Prefer:

	Schools/Orgs Q		Parents Q	
	Number	%	Number	%
Option 1	5	6%	233	25%
Option 2	12	16%	217	24%
Option 3	48	62%	315	34%
LEA determine			158	17%
Other	6	8%		
No specific answer	6	8%		
	77		923	



Admissions Options Questionnaire (Blue, White copy-Parents)

2. Please give the main reason for your choice (not parents):

Option 1	Similar comments
We already provide excellent nursery education. We do not want to change our arrangements. We want to protect what we have.	3
We have worked hard to develop a system in which Summer borns miss out on as little as possible. We Re-direct resources internally to redress the disadvantage for Summer borns.	2
The parents understand our system and are happy with it.	1
We have limited space which rules out the other options.	1
We want more adults in reception classes rather than a change in admissions arrangements.	1
We work a flexible system to meet the needs of the individual.	1

Option 2	Similar comments
Equality of opportunity. Fair for Summer born children. They will gain some reception experience.	6
Children are of a similar chronological age.	4
Benefit socially and educationally from longer part time nursery education. Younger 4 year olds are not ready for full-time education.	3
We have a clear structure, which offers full time education for the cohort from January of each year.	1
This is the system we currently operate.	1
Is easy for parents to understand.	1
If other options, repercussions for NNEB's in nurseries, falling roles make it difficult to fill nursery before summer term, difficult to get experienced, trained staff, will be disruptive in nursery due to continual admission.	1
If other options, will not give equality of opportunity but will actually take it away.	1

Option 3	Similar comments
Equal opportunity for 4+ age group, summer born children are no longer disadvantaged, continuity, fair to all involved. Entitlement/access to full-time provision of a reception curriculum in the year before the national curriculum. Less disruption. Links with peers.	39
Easier to administer, manage and plan for schools and other providers - stability, staff, budgets, one admission, assessment.	19
Understandable for parents. Clear, accessible information for parents and other providers.	9
Has many advantages and few disadvantages.	2
Baseline assessment will be more meaningful.	1
Can reduce surplus places by changing use of space.	1
It is the least worst option.	1
Raising of attainment/standards.	1
Too many schools are filling up with children who are just turned 3 for whom the 1:15 ratio is inadequate.	1
Will help urban fringe schools who suffer a drift to 4+ county schools.	1

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Other Suggested Options:

Suggestion	Similar comments
A more flexible model that allows for full and part time nursery and reception provision according to need i.e. reception class/4+unit/full time nursery. Each should have their own appropriate curriculum.	6
Summer born children offered full-time reception in Spring (2 terms earlier). Allows a longer period in reception, where a flexible curriculum introduces Numeracy and Literacy. Will allow for full time nursery places for 4 year olds.	5
3+: Part time places in school nursery for areas of high social deprivation, 3½+: Full time places in school nursery in areas of high social deprivation, 3½+: Part time places in school nursery in other areas of the city, 4+: Provision in 4+ units for Summer and Spring born children. Provision in reception classes for Autumn born children.	2
3+: Part time places in school nursery for areas of high social deprivation, 3½+: Full time places in school nursery in areas of high social deprivation, 3½+: Part time places in school nursery in other areas of the city, 4+: Full time provision.	2
Option 2, without taking away part time nursery places?	1
Improve Option 1, improve flexibility for decisions to be made at school. This would give the school as much flexibility as possible to optimise the resources available. Any disadvantage for Summer born children can be accounted for through internal planning and organisation.	1

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3. Are there any questions you would like to ask?

Question	Similar comments
Funding for staff is unclear - fund per place or per child? Nursery top up to maintain staffing ratios? Ancillary, nursery nurse or qualified teachers? Training? How will the LEA ensure ring-fenced money for the foundation stage?	17
We require worked examples of the impact on nursery provision. If Option 3 is adopted by all, how will it affect nursery provision pre 4? Implications for staff?	14
How would LEA ensure adequate part and full time provision? We do not want to see any loss of provision in nurseries. To limit places will be unacceptable/self-defeating/effect attainment/educationally unsound. Concerned that option 3 may lead to the phasing out of part time nursery provision in schools, relying on the voluntary and private sector.	11
What funding is available for altering/improving/increasing building space and extra resources?	9
Is this true consultation with only 3 options? Has the decision already been made? Should have had further options. The questionnaire favours option 3.	6
Ratios - What will the ratios be? E.g. will staffing ratios be 1:15?, we should reflect the ratio in the voluntary and private sector, how will Leicester be brought into line with national recommended ratios of 1:13?, under 3½ should be 1:8 in all settings.	6
How will the child's right to deferred entry be protected? If Option 3, can we have parental choice to defer for one term for children who are unable to cope, or are we changing the statutory school age to 4?	5
When will this be implemented? How soon can any change take place?	5
What support/advice/leadership/monitoring will schools get to help with any change?	4
What will be provided for children with Special Education Needs? Statements are delayed at the time they should enter school, leading to inequality.	2
Are there any plans to move baseline assessment to the end of the foundation stage? (This would be more appropriate)	1
As a school who are committed to option 3, if another option were chosen would we have to change?	1
Does reception class mean main school or a full time place in a nursery?	1
How can we ensure consistency and fairness in the current climate of competition for places?	1
How do you envisage the responses informing any final decision?	1
How will the LEA ensure a coherent Foundation Stage Curriculum for children in all settings to ensure access to equivalent provision and opportunities?	1
Why were documents not sent out to all teachers? It was at the discretion of the Headteacher how far early years teachers were consulted.	1
If option 3, Who would control 3+ admission?. Would all pupils in 3+ be expected to continue throughout KS1?	1

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4. Comments / Suggestions

Comment/Suggestion	Similar comments
Children in areas of high social deprivation should have the earliest possible access to school based nursery provision. To take a child as young as possible gives them a better start in school life, to prepare for mainstream. Need Part time before full-time. Allows for language and social skills to be developed.	9
Should increase access quality to nursery provision. The LEA should maximise the value added by excellent nurseries and build on them. Provide nurseries at schools which do not have them.	5
None of the options were satisfactory in terms of providing a range of pre-5 opportunities for children. Do not meet the needs/goals.	5
Surplus places funded in some nurseries should be removed. Realign admissions/places to match need.	5
We need clarification on the curriculum for 4+ children. Require a foundation Curriculum following the Early Learning Goals, not a modified national curriculum. It has to be an appropriate environment.	5
If option 3, concerns about the maturity of some Summer borns. Limited language and social skills.	4
Private and voluntary provision does not offer equivalent opportunities for children.	4
A new fairer consistent system should be introduced as soon as possible.	3
Need more information/answers to questions before we decide.	2
Option 1 perpetuates the inequitable treatment of Summer born children. Would continue the incoherence in provision.	2
Option 2 has practical problems in terms of staffing (class size requirements).	2
Option 3 will create complications in delivering an effective early years service.	2
We would argue for the whole of Foundation Stage to be treated as a single entity with places funded on the basis of an Early Years Child Admission Number (EYCAN), based on the capacity of the school and needs in terms of number of children. Should be reviewed annually.	2
The cost of the package (maintaining existing levels of nursery and enhancing provision at 4+) suggested by the NUT would be well under £1 million.	2
There is the opportunity to: Introduce equity of provision/access, harmonise provision, develop a coherent curriculum, raise quality of teaching and learning.	2
Baseline assessment could be administered when children enter yr 1 classes or at a set age depending upon what is wanted from the results.	1
Classes for 4 and 5 year olds need to be smaller. 25 per class maximum plus a classroom assistant.	1
Emphasis should be placed on learning through play by experienced early years staff Reception classes increase pressure to move forward too quickly.	1
Entry into nursery should be on a half term basis, but staffed for the full quota, enabling early intervention for SEN, language and social skills and parenting classes thus raising standards.	1
I would prefer schools to manage 3+ admissions.	1
If option 3, 4 year olds in schools will get a free full time place, whilst those in other settings are funded only for part time. This weights the parents choice in favour of schools for financial reasons.	1
Need to review the policy of admitting county children to schools, given the availability of places for 4 year olds.	1
Nurseries can't cope with 3 year olds, but they take them early because of funding.	1
Option 3 is misleading because it gave the impression that all children would start full time school in Sept.	1
Provision needs to be made for children who are excluded from school at an early age.	1
The Diocesan Board of Education supports the move to common admission point of full time 4+.	1
The LEA should confirm its commitment to free LEA places for 3 year olds.	1
A three times a year intake is not ideal. Intake at Easter, followed by a long Summer holiday do not benefit	1
This is a very welcome consultation.	1
We are more concerned about the admissions arrangements for this year, which does not take into account when children relinquish their place in the year and when new children will be admitted.	1
We need an overall policy on admissions to stop parents changing schools.	1

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