

## Titus Salt School - Admissions September 2024

### Statement on the school's website

Titus Salt School is a very popular choice for families and for many years we have been oversubscribed even after increasing our Pupil Admission Number (PAN) in 2017.

Admission to Titus Salt School is controlled by Bradford Council – information on the process for application can be read using the following link: [The Admissions Team | Bradford Schools Online](#). Our official Pupil Admissions Number (PAN) is 250 in mainstream; this was a ten pupil in each year group expansion in response to the increased demand for places in the locality. We can accommodate 250 pupils in mainstream Year 7 through careful planning of our teaching staff and resources, because of this we do not have the capacity to extend other year groups mid-year.

TSS has a very successful and popular Resourced Provision (RP) – The Amelia Salt RP, for pupils with Severe Learning Difficulties (SLD) who have an EHCP; currently this provision is oversubscribed. For September 2024, the number of places for pupils joining the RP in Year 7 will be six. The Amelia Salt RP increased its capacity to 30 pupils as part of the Bradford SEND Strategy to meet the demand for specialist SEND provision.

When allocating places, Bradford Council considers residency and family connections to the school. Parents/carers can appeal if a place is not offered in the first instance.

### Contextual Information

Titus Salt School (TSS) is a larger than average secondary school that continues to be over-subscribed. We are a school with comprehensive principles and a strong ethos of inclusion – we firmly believe every child can achieve highly to the best of their ability. Our inclusive approach meets the broad range of pupil needs, for example, the needs of pupils who have low-level literacy on entry to Year 7 and those who leave at the end of Year 13 with three grades at A\* and go on to study Economics at Oxford University.

Prior attainment on entry is variable and remains below the national average for all year groups, with some year groups significantly below; the school has identified approximately 30% of pupils have a reading age that is lower than their chronological age by two to five years. We have at least 25% of our pupils who are designated as pupil premium, but this significantly varies across year groups.

The large majority of pupils, 82% are White British; 51% are male. The percentage of pupils for whom English is not their first language is variable between year groups and is on average 7% of compulsory school age pupils. We are seeing increased pressures on our provision as our in-take highlights an increase in pupils with unidentified SEND needs and clear SEMH needs. Currently, we have 88 pupils with an EHCP with the highest number identified as Autism Spectrum.

TSS has a very successful and popular Resourced Provision (RP) for pupils with Severe Learning Difficulties (SLD) who have an EHCP; currently this provision is oversubscribed with 32 pupils in a 30-place provision.

The continued Local Authority priority process of parental choice is causing increased pressure on resources and provision.

|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Totals |
|--|--------|--------|--------|---------|---------|--------|
| EHCP Pupils – Mainstream and Resourced Provision | 16     | 16     | 24     | 16      | 16      | 88     |
| SEND Support                                     | 44     | 50     | 53     | 40      | 32      | 239    |
| Total number on the SEND Register                | 60     | 66     | 77     | 56      | 48      | 327    |
|  |        |        |        |         |         |        |
| Pupil Premium                                    | 71     | 66     | 78     | 80      | 67      | 362    |
| Children in Care (CiC)                           | 5      | 2      | 7      | 7       | 8       | 29     |
| Previously CiC                                   | 7      | 7      | 10     | 3       | 5       | 32     |

The key aspects identified above are placing significant pressures on the provisions and systems within the school to support and meet need. The increase in the number of parental requests for pupils with EHCP has brought the school to the point of not being able to effectively meet the needs of all pupils and as such consideration must be given to the detrimental effect this may have on curriculum provision for pupils with an EHCP and the curriculum in general.

Parental and bus access to the school is still a concern as Higher Coach Road is a long residential street.

Although relationships with residents are good, additional buses and cars do create both tension and safety issues around the school access.

### **Published Admission Number (PAN)**

We can accommodate 250 in mainstream Year 7 through careful planning of our teaching staff and resources, because of this we do not have the capacity to extend other year groups mid-year.

The Local Authority Agreed Admissions Number to our RP is 6 pupils in each year group but in recent years the LA has placed a higher number of pupils into the RP against the decision made through consultation with Titus Salt School. The number currently is 32 pupils in the RP with a further 2 pupils in mainstream who were named as part of the consultation for the RP. These pupils are struggling with mainstream education and are having to access the RP for educational support. With the increase by the LA in placing pupils into the provision there is increased pressure and concern as access to mainstream lessons is significantly reduced and restricted.

All LA's are required to have a Fair Access Protocol (FAP) which ensures that access to education is secured quickly for the most vulnerable children across the district. Due to this there is increasing pressure on school allocation and places across Bradford but especially in the Central Confederation, which includes TSS. Due to the work of Headteacher representatives from Central, Three Valleys and South areas, it has been noted that the FAP may result in schools taking many pupils above their PAN throughout the course of the school year as families move in the district. Unfortunately, we cannot keep taking extra pupils, as we are at the point of an unmanageable increase and situation, based on rooms and staffing; the school will struggle to provide efficient education and will encounter health and safety issues. The school struggles to accommodate pupil numbers over 250 in mainstream plus the 6 pupils in the RP especially if appeals are upheld. Resources have been seriously stretched across the rest of the school as have the size of teaching groups. In English, Mathematics and Science, the current teaching groups are arranged on average numbers: 2x32, 2x31, 2x25, 2x21, 2x19

The school has worked very hard with the LA to try and accommodate additional pupils through the various avenues of admissions to try and meet parental demand. The school has a good reputation for being inclusive, including Oxbridge candidates and those with severe learning difficulties. A consequence of our positive approach to inclusion has led to us being named on many EHCPs and by Social Workers for Children in Care (CiC). With 29 CiC pupils and 32 Previously CiC pupils, we have a significant caseload which impacts on our provision. The complex needs of many of these children create an increased and disproportionate level of pressure on resources.

The school has 327 pupils on the SEND register with 32 pupils with full Statement or EHCP in the RP and a further 56 pupils with EHCP in mainstream. The Notional SEND funding does not cover the costs of staffing levels or resources for these pupils and therefore creates additional pressures for the school.

The school will struggle to fulfil its legal duty to admit additional children with EHCPs, CiC pupils or those who require placement through FAP, if many appeals are upheld. Continuing to admit pupils to the school above PAN cannot be underestimated and will continue and get worse, throughout their school journey. In the current Year 9 the school experienced an unmanageable increase and a situation, through school appeals, that meant based on rooms and staffing, pupils were prejudiced and staffing, and resources stretched beyond what the school felt was manageable. This can only be detrimental to that cohort and is likely to be so, through to Year 11.

### **Year Group Organisation/Curriculum**

Titus Salt School is a nine-form entry 11-18 secondary school with a specialism in Mathematics and Computing which has been developed over recent years to encompass all STEM subjects. We have an additional tutor group, which is a vertical tutor group from across all years to provide support for the increasing number of pupils who are entering the school with National Curriculum Levels significantly below national averages, especially in English.

At Key Stage 3, pupils are taught in mixed ability sets in most subject areas, with formal setting only occurring in Mathematics and Science. Higher sets contain on average 32 pupils, where possible we attempt to keep lower sets smaller in size to give greater support for those with specific learning needs. In Science, Technology and PE, additional groups are created to ensure that we meet health and safety requirements in terms of pupil numbers. At present these groups contain the maximum number of pupils recommended. Due to the nature of the school's intake, additional provision was introduced into the curriculum for all Year 7 pupils to target low level literacy and extend high attainers in English. This provision provides 1:1 reading and involves a significant number of both teaching and support staff and all available learning spaces to meet the needs of 1:1 reading.

## **Resources and Equipment**

The school is well resourced in terms of its range of facilities, especially computing as it has benefited from being part of the 'Building Schools for the Future' (BSF) IT Solution and has a computer pupil ratio of nearly 1:1. Wireless networked laptops and monitors are available for classroom work and there is a computing/business block with four well equipped rooms. The computing rooms have a maximum capacity of 28 pupils and all groups are at present full. Staffing in Science, Technology and P.E mean that all groups at Key Stage 3 are at the maximum levels.

Significant budgetary and timetabling constraints mean that the school is unable to create additional groups, even though there is an increasing demand from specialist subjects as part of our specialist focus on Science, Technology and Mathematics. Any additional mainstream pupils will have a significant impact on the resources that they will have access to.

Recently, there has been an increase in pupils into Year 7 who are academically learning at Year 2 and Year 3 level; there are no teachers in mainstream who are qualified or experienced teaching any aspect of the curriculum at Key Stage 1 or Key Stage 2. This is placing significant demand on the already challenged level of expertise in the curriculum and on resources

## **Teaching and Non-Teaching Staff**

We take great pride in being able to offer a high-quality Teaching and Learning environment for our pupils and staff. The continued success of this depends in a large part on the structure and size of our teaching groups. Active learning is encouraged within our school and group size impacts on our ability to deliver in an exciting and innovative way.

Additional demands have been placed on all members of staff due to the increasing number of pupils on the SEND register, many with EHCPs. Our SEND and Achievement Support team is already working at full capacity to cater for the diversity of our intake.

As with curriculum areas, pastoral support structures are geared to cope with the current numbers on roll, additional pupils mean less pastoral support for each pupil.

## **Movement around School**

The new Titus Salt School building is innovative in design, with individual 'Faculty Pods' and good internal spaces for pupil movement. Social areas for pupils are made available on the main 'streets' within the school, additionally, pupils have access to seating areas in the dining areas. The increased numbers of pupils means that seating is at a premium and there is no capacity to increase seating in either of the two dining areas or in social spaces. The volume of pupils on corridors at changeover of lessons often has an adverse impact on pupils within our RP and those with ASD or anxiety and more pupils are having one to one support to assist in movement around school. The building which has numerous stairways one of which is an access route from Level 0 in the school to Level 2 and it is an open-sided staircase. There are numerous balconies in the school both in social spaces and in curriculum areas which means there are open spaces that go down, one to three levels.

## **Additional Information**

The planned curriculum for 2023-24 is staffed based on current pupil numbers and can accommodate projected numbers for Year 7 based on the previously agreed maximum of 250 – creating absolute maximum group sizes for classes at Key Stage 3. It would be prejudicial to the efficient use of resources and the efficient education of the pupils in these years if the school were expected to admit any additional pupils.

It is very difficult to admit new Year 10 and 11 pupils as it is virtually impossible to match the subjects they have studied in their current schools. Schools use different exam boards with different coursework elements and specifications. It will not be possible for a child to enter school at this stage and be able to sit a full range of subjects. It places extra strain onto teaching staff who are preparing their classes for upcoming exams when they have a pupil who has not followed their course. It is acknowledged both locally and nationally that pupils should not be transferring schools at this point in their education due to the disruption to their study.

**Ian Morrel**

**Headteacher**

**May 2023**