

## Cabinet

Tuesday 17 June 2025

11.00 am

Walworth Living Room, All Saints Hall, Surrey Square, London SE17  
2JU

## Supplemental Agenda No. 1

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### Contact

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Date: 12 June 2025

|   |                               |
|---|-------------------------------|
| <b>Meeting Name:</b>                        | Cabinet                       |
| <b>Date:</b>                                | 17 June 2025                  |
| <b>Report title:</b>                        | Deputation requests           |
| <b>Cabinet Member:</b>                      | Not applicable                |
| <b>Ward(s) or groups affected:</b>          | All                           |
| <b>Classification:</b>                      | Open                          |
| <b>Reason for lateness (if applicable):</b> | Not applicable                |
| <b>From:</b>                                | Proper Constitutional Officer |

### RECOMMENDATION

1. That cabinet considers whether to hear a deputation from Dulwich Hamlet Football Club (FC) in respect of item 14 on the agenda, appropriation of land at Greendale.

### BACKGROUND INFORMATION

2. When considering whether to hear deputation requests, cabinet can decide:
  - To receive the deputation at this meeting or a future meeting; or
  - That the deputation not be received (if the matter is not dealt with by cabinet, the matter shall be referred without debate to the relevant cabinet member who shall after consideration, respond with an open reply to the sender); or
  - To refer the deputation to the most appropriate committee/sub-committee.
3. A deputation shall consist of no more than six people, including its spokesperson. Only one member of the deputation shall be allowed to address the meeting for no longer than five minutes. After this time cabinet members may ask questions of the deputation for up to five minutes. At the conclusion of the questions, the deputation will be shown to the public area where they may listen to the remainder of the open section of the meeting.

## KEY ISSUES FOR CONSIDERATION

4. The deadline for receipt of deputation requests for this cabinet meeting was midnight 11 June 2025. The request was received before this constitutional deadline.

### Deputation request from Dulwich Hamlet Football Club

5. The deputation has advised that Greendale is vital to the future of Dulwich Hamlet Football Club and would like the opportunity to address cabinet on this matter.

## BACKGROUND DOCUMENTS

| Background Papers   | Held At                             | Contact  |
|---|-------------------------------------|--|
| Cabinet procedure rule 2.12 on deputations:   | 160 Tooley Street<br>London SE1 2QH | <a href="mailto:Paula.thornton@southwark.gov.uk">Paula.thornton@southwark.gov.uk</a> |
| <b>Link (copy and paste into browser):</b><br><a href="http://moderngov.southwark.gov.uk/documents/s80630/Cabinet%20procedure%20rules%20November%202016.pdf">http://moderngov.southwark.gov.uk/documents/s80630/Cabinet%20procedure%20rules%20November%202016.pdf</a> |                                     |  |

## APPENDICES

| No.  | Title |
|------|-------|
| None |       |

## AUDIT TRAIL

|   |   |                          |  |
|---|---|--------------------------|--|
| <b>Lead Officer</b>   | Chidilim Agada, Head of Constitutional and Members Services |                          |  |
| <b>Report Author</b>  | Paula Thornton, Constitutional Officer                      |                          |  |
| <b>Version</b>  | Final   |                          |  |
| <b>Dated</b>  | 12 June 2025  |                          |  |
| <b>Key Decision?</b>  | No  |                          |  |
| <b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b> |   |                          |  |
| <b>Officer Title</b>  | <b>Comments sought</b>                                      | <b>Comments included</b> |  |
| Assistant Chief Executive, Governance and Assurance                     | No  | No                       |  |
| Strategic Director of Resources   | No  | No                       |  |
| <b>Cabinet Member</b>   | No  | No                       |  |
| <b>Date final report sent to Constitutional Team</b>                    |   | 12 June 2025             |  |

|   |   |
|---|---|
| <b>Meeting Name:</b>                        | Cabinet   |
| <b>Date:</b>                                | 17 June 2025  |
| <b>Report title:</b>                        | Closure of Charlotte Sharman Primary School   |
| <b>Cabinet Member:</b>                      | Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Education and Refugees |
| <b>Ward(s) or groups affected:</b>          | St George's   |
| <b>Classification:</b>                      | Open  |
| <b>Reason for lateness (if applicable):</b> | Expiry of statutory representation occurred after agenda dispatch date                        |

### **FOREWORD – COUNCILLOR JASMINE ALI, DEPUTY LEADER AND CABINET MEMBER FOR CHILDREN, YOUNG PEOPLE, EDUCATION AND REFUGEES**

Schools are at the heart of our communities in Southwark, so it is with great sadness that I ask Cabinet to approve the attached proposal to close Charlotte Sharman Primary School. At the same time Education in Southwark has never been stronger following our £200m investment in school buildings and the subsequent 98% Ofsted Good or Outstanding ratings. Yet steep demographic change in the capital continues to present real challenge.

#### **Keeping Education Strong**

In December 2022 Cabinet considered the report Keeping Education Strong – the strategy for future proofing primary schools and protecting the quality of education in Southwark. This outlined the strategy to address the issue of falling school rolls brought about by steep demographic changes.

Falling birth rates at the time of writing is at 40%, the uncertainties of Brexit, increased costs of housing, the cost-of-living crisis and the pandemic are all factors that have seen up to 35% of families leaving London.

The Keeping Education Strong Plan came back to cabinet in June 2023 with a list of schools identified by the schools and the council's education team for pupil place reduction, amalgamation or closure. Charlotte Sharman Primary School and St Jude's were already in discussion about a possible amalgamation, which was referenced in Keeping Education Strong. However, this didn't happen and some of the school staff were worried about blending the cultures of Charlotte Sharman with a faith school.

This meant that Charlotte Sharman continued to struggle financially.

In 2024 Nicola Metcalfe stepped in as acting Head Teacher and David Workman as Chair of Governors. They worked collaboratively on a new business plan. The education team worked closely with the new leadership team to support the school. However, the steep falling school rolls meant that it just wasn't viable to keep the school going.

This report brings forward the proposal to close Charlotte Sharman Primary School at the end of August 2025. This follows a sustained period of falling rolls both at the school and across the Borough, particularly in the Borough, Bankside and Walworth area.

Despite the extensive efforts of the new school leadership including a reduction in the school's admission number, partnership working, and exploration of federation and merger options, the school rolls have continued to decline and the school faces increasing financial difficulty.

We have consulted widely and taken seriously the concerns raised by the community, including the importance of maintaining a non-faith, inclusive school in the local area. We have responded by identifying local alternatives that can offer high-quality education and continuity for children. There are sufficient school places within walking distance, including in non-denominational schools, and we will offer dedicated support to families and staff through the transition if a decision is made to close the school.

The children, parents and school staff all love the school and would like the school to remain open. Working with the trade unions, the school staff and parents mounted a campaign and sent me a petition to keep the school open.

So, in addition to the formal consultation in my role as Lead Member for Education, I along with the Alasdair Smith the Director of Children's Services, and Senior Cabinet Support, Liam Reid visited the school and met with school staff, parents and some of their children. We also met with trade unions to discuss their observations and suggestions.

It is clear that no one wants the much-loved school to close and the meeting felt that the timeline for closure was too short. Parents suggested keeping the school open specifically for the 22 current year five pupils until they were ready to move to secondary school. In addition, parents felt that parents that lived outside of Southwark were in danger of not getting support to find alternative schools out of borough. Teachers and school support staff were worried that they haven't been given enough time to find alternative employment.

We have investigated the possibility keeping the school open for an additional year, unfortunately for the reasons outlined in the formal consultation response this is not an viable option. On the question of support for staff – it does feel like the school being a foundation school, may well need more support. The education team have assured me that they will find placements at good or outstanding schools for all children that need them. We will also work with our local economy team to provide sessions for school support staff to help find alternative employment opportunities.

It is never easy to recommend the closure of a valued school. But to do nothing would risk the quality of education for the remaining pupils and fail to respond to the borough-wide challenge of falling rolls. This decision supports our wider strategy 'Keeping Education Strong' to ensure that all children in Southwark continue to access excellent schools in sustainable settings.

I am grateful to the hard work of the school leadership Nicola and David, their staff team, local families, governors and wider community who have contributed to this process. Should the decision to close the school be agreed, the priority will be to ensure that every child from Charlotte Sharman is supported into a new neighbouring school that is good or outstanding, where they can continue to thrive and active links will be

made between the education and local economy teams to provide extra support to school staff seeking alternative employment.

## RECOMMENDATION

1. That the Cabinet **agrees** to close Charlotte Sharman Primary School from the 31 August 2025 onwards.

## REASONS FOR RECOMMENDATIONS

2. Charlotte Sharman Primary School was, until 2019, a 2FE primary school (PAN of 60), when, due to falling rolls, the PAN was reduced by 60 to 30, on application to the Office of the Schools' Adjudicator (OSA). Despite this, rolls have remained low at the school. Reception numbers fell in 2024-25 and are estimated to remain at a similar level (or lower) in 2025-26 and for the foreseeable future.
3. Charlotte Sharman Primary School has a growing financial deficit. It finished 2024-25 with a deficit of £277,897, having overspent on its budget during the year by £230,982. As school funding is based on the number of children on roll, resources available for the school are reducing and the school is now subject to the council's Schools in Financial Difficulties process. The council aims to protect the high quality of education locally - this may be compromised where the cost of staff, equipment and enrichment activities becomes unaffordable.
4. There is little hope that pupil numbers at Charlotte Sharman Primary School will recover in the near future, and the school is likely to fall further into a state of financial unviability, with consequent effects on standards and quality. In the absence of a viable alternative this is the recommended option.
5. The council appraised a wide variety of alternative options but the combined effects of financial difficulties and falling rolls at this location made closure the most appropriate option

## ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

6. A number of alternative options were considered over an extended period of time, evaluated and are not recommended for Cabinet approval. Prior to going out for preliminary consultation, the council officers assessed six options for the school as follows - these are outlined below in Table 1.

*Table 1 – Alternative proposals considered*

| Option   | Considerations  |
|--|---|
| Option 1 - Keep open with programme of support from a partner school | The council agreed access to grant funding to the school to 'buy in' additional management support from a local school. This was helpful in identifying issues but did not result in a sustainable and long-term viable plan to address the issues of falling rolls and financial deficit. Plans developed by the school with the support of a partner community school and reviewed through the council's Schools in Financial Difficulties process showed a |

| Option  | Considerations   |
|---|--|
|   | potential short term improved position followed by an increasing deficit exacerbated by falling numbers of children.   |
| Option 2 - Keep open with change in governance, including Hard Federation with another school   | A hard federation with another school could result in some savings due to the potential to share some costs, however it would not lead directly to improvements in pupil numbers and ensure the financial viability of the school. Federation was explored but there were concerns from a potential partner school that the budget challenge and other issues faced by Charlotte Sharman Primary School could have a negative impact on a wider federation of schools should they join together. |
| Option 3 – Keep open as an Academy school   | The decision on whether to approach a Multi Academy Trust (MAT) is a matter for the governing body of the school. If the school were approved to join a MAT, then the decision on its future would no longer be a matter for the council. However, this would not be expected to improve the viability of the school, and the financial position of the school would be a disincentive for a MAT as deficit would be carried forward into the Trust.   |
| Option 4 – PAN reduction to 0.5 FE (15 reception places)  | The option of reducing the size of the school by admitting a maximum of 15 children per year has been explored and not considered as financially viable. In the short term this could be manageable as classes could be combined and the number of staff required would be reduced. However, over time falling pupil numbers would attract limited funding and not allow a reduction in the deficit the school already faces.  |
| Option 5 - Managed reduction towards closure - reduce the school's PAN to 0 and cease admitting new children while keeping school open until current classes leave the school | This would entail larger year groups moving out of the school and not being replaced by new pupils, critically reducing funding in the context of a school that is already operating with a significant deficit. This would not be a viable option without incurring substantial additional cost.  |
| Option 6: Amalgamation with another school  | This would entail the closure of the school but would facilitate a managed merger of the school community (staff and pupils). There are limited options locally for a school that could accommodate all Charlotte Sharman Primary School children - no partner school for an amalgamation has been identified.   |

## POST DECISION IMPLEMENTATION

7. The school would formally close on the 31 August 2025, if the decision to close was agreed

## BACKGROUND INFORMATION

8. Charlotte Sharman Primary School is a one form entry (1FE) foundation primary school, situated in the council's St George's ward. For place planning purposes, the school is located in Southwark pupil place planning area 1 (PA1 – Borough, Bankside and Walworth). Foundation schools are schools financed by the LA, but who retain ownership of their own buildings and site, employ their own staff and also control admissions to their school. A map showing the school location and neighbouring schools in the locality are attached as Appendix 1a.
9. Charlotte Sharman Primary School was, until 2019, a 2FE primary school (PAN of 60), when, due to falling rolls, the PAN at [Charlotte Sharman was reduced by 60 to 30, on application to the Office of the Schools' Adjudicator \(OSA\)](#). Despite this, rolls have remained low at the school. Reception numbers fell to 12 in 2024-25 and are estimated to remain at a similar level (or lower) in 2025-26 and for the foreseeable future. As school funding is based on the number of children on roll, resources available for the school are reducing and the school is now subject to the council's Schools in Financial Difficulties process. It is a core principle of the council to protect the high quality of education locally - this may be compromised where the cost of staff, equipment and enrichment activities becomes unaffordable.
10. Falling numbers of pupils is a serious issue for primary schools right across the capital. London Councils (2025), in their publication '[Managing school places and admissions in London](#)' have reported that the large majority of London boroughs are forecasting cumulative drops in demand, with concerns about '*the impact of falling rolls on school standards and pupil attainment*' and on the *financial stability of schools*'.
11. In December 2022, Cabinet agreed a Strategy to address this issue: '[Keeping Education Strong: Strategy for future proofing primary schools and protecting the quality of education in Southwark](#)'. A further update on this strategy, '[Keeping Education Strong Recommendations](#)', was approved by cabinet at its [June 2023](#) meeting.
12. On the basis of falling rolls, geographical proximity and long-term viability, the Southwark Diocesan Board of Education (SDBE), the Governors of St Jude's Church of England Primary School and Charlotte Sharman Primary School met and discussed an amalgamation of the two schools in 2023. Ultimately, the governors felt this was not a viable option going forward. Other options explored included outright closure and the amalgamation of either or both with other nearby primary schools. A lack of willing partners meant this was not an option.
13. The last [Southwark Place Planning report in February 2025](#) noted a substantial reduction in primary pupil numbers across the authority area in the last 5 years, particularly in the Borough, Bankside and Walworth locality (Planning Area 1),



as well as a projected continuation of this reduction at least until the end of the decade.

14. Figures on take up for September 2024, showed a dramatic drop in the numbers of pupils taking up a reception place for the next academic year both at the school and in the immediate locality. As at the January 2025 Schools' Census, there were 828 (25%) primary reception vacancies in Southwark. This drop in numbers is having a severe impact on schools' finances as previously mentioned, school funding is based on the quantity of children on roll - whilst rolls are falling, schools have to continue to pay for maintenance of buildings and staffing structures for more places than there are pupils.
15. Charlotte Sharman Primary School has been in a cumulative deficit in most years since 2018-19. As a Foundation School it was able to secure consent of the Department for Education to sell a property on its site in 2022-23 for a value in the region of £825k. This provided a one-off benefit which allowed the school to move out of deficit for one year, but without addressing the underlying financial position which has been further exacerbated by falling pupil numbers.
16. When recently approaching the schools finance support panel for supporting restructure costs, the school presented a costed 5 year plan using one scenario of pupil numbers, and this showed the school unable to maintain medium to long term financial viability, with the deficit of the school growing by year 4 of the plan.
17. The schools reported cumulative balances since 2018/19 are below:

| 2018/19  | 2019/20  | 2020/21  | 2021/22  | 2022/23 | 2023/24 | 2024/25  |
|----------|----------|----------|----------|---------|---------|----------|
| -115,159 | -429,661 | -292,352 | -431,965 | 265,564 | -46,915 | -277,897 |

18. According to statutory guidance, any proposals that affect Foundation Schools can either be proposed by the council or by the governing bodies of the schools concerned. Ultimately, however, the decision-takers for such proposals is Southwark Council, and under the [council's constitution](#), this is a decision that should be made by the council's Cabinet.
19. Under any closure proposals, a decision on the future ownership of the Charlotte Sharman Primary School land and buildings would be a matter for decision by the Secretary of State for Education, though the council has been advised that in such a scenario the most likely outcome would be agreement that these should revert to the council.
20. Having considered all options, the Cabinet Member agreed in January 2025 to launch a consultation on the closure of Charlotte Sharman Primary School from August 31<sup>st</sup> 2025. This report summaries the outcome of the consultation and recommends closure the school from August 2025. The work undertaken so far is in line with the statutory process set out in '[Opening and closing maintained schools statutory guidance for proposers and decision-makers](#)' (Department for Education, October 2024).

## KEY ISSUES FOR CONSIDERATION

21. The key factor to consider is the continuing fall in roll and pupil numbers at the school. Overall, the school's rolls at reception have fallen from 41 in 2015-16, to 12 in 2024/25 – a reduction of 29 pupils (71%). The former figure was taken when the school was formally a 2FE school.
22. The roll in 2015-16 across all year groups (R to 6) was 313 (when the school was a 2FE school), and in 2024/25, totalled 152, a reduction of 161 (51%)
23. Vacancies at the schools across all year groups have risen from 25% in 2015/2016 to 37% in 2024/2025 – this is despite a PAN reduction at Charlotte Sharman Primary School in 2019-20. The 2024-2025 roll by year group and the vacancy number for each are given below for Charlotte Sharman Primary School.
24. As mentioned in paragraph 3, Charlotte Sharman Primary School was formerly a 2FE school, but reduced its PAN from 60 to 30 via an application to the Office of the Schools Adjudicator (OSA) in 2019-20 - this accounts for the different PAN in year 6.

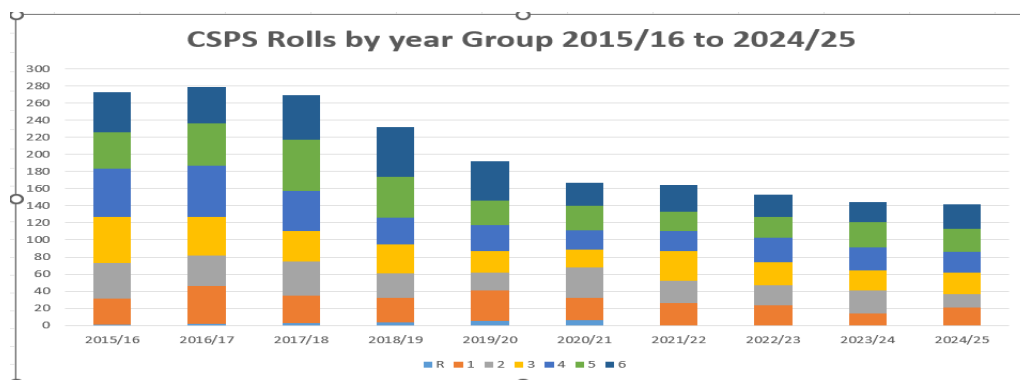
*Table 2 Charlotte Sharman Primary School Roll 2024-25 by Year Group*

| Year        | R  | 1  | 2  | 3  | 4  | 5  | 6  | Total |
|-------------|----|----|----|----|----|----|----|-------|
| PAN 2024/25 | 30 | 30 | 30 | 30 | 30 | 30 | 60 | 240   |
| Roll        | 12 | 21 | 16 | 25 | 24 | 27 | 29 | 154   |
| Vacancies   | 18 | 9  | 14 | 5  | 6  | 3  | 31 | 85    |

25. Charlotte Sharman Primary School therefore presently has 85 vacancies across all year groups, 37% of the available roll. Reducing the PAN from 60 to 30 did not substantively address overcapacity, and numbers have fallen substantially, as can be seen in the table below. Cohorts admitted to the school (colour coded) have reduced dramatically. Reduction of roll began before consideration of amalgamation or closure, and indeed, it was hoped that the PAN reduction in 2019 would stabilise the school in terms of pupil numbers.

*Table 3: Charlotte Sharman Pupils by year group 2016-2024*

| Year    | R  | 1  | 2  | 3  | 4  | 5  | 6  | Total |
|---------|----|----|----|----|----|----|----|-------|
| 2015/16 | 41 | 30 | 42 | 54 | 56 | 43 | 47 | 313   |
| 2016/17 | 31 | 44 | 36 | 45 | 60 | 49 | 43 | 308   |
| 2017/18 | 26 | 32 | 40 | 35 | 47 | 60 | 52 | 292   |
| 2018/19 | 35 | 28 | 29 | 34 | 31 | 48 | 58 | 263   |
| 2019/20 | 26 | 36 | 21 | 25 | 30 | 29 | 46 | 213   |
| 2020/21 | 23 | 26 | 36 | 21 | 22 | 29 | 27 | 184   |
| 2021/22 | 22 | 26 | 26 | 35 | 23 | 23 | 31 | 186   |
| 2022/23 | 14 | 24 | 23 | 27 | 29 | 24 | 26 | 167   |
| 2023/24 | 23 | 14 | 27 | 23 | 27 | 30 | 23 | 167   |
| 2024/25 | 12 | 22 | 16 | 23 | 24 | 28 | 29 | 154   |



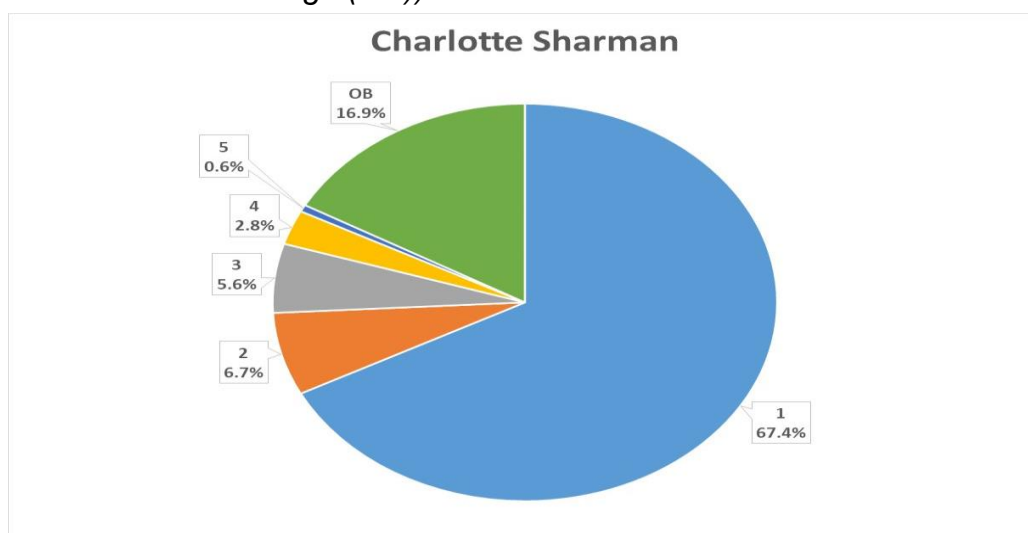
26. Applications to the school at Reception have also fallen considerably. Since 2016, the overall number of applications has fallen from 52 to 42, a reduction of 19%. For first preferences, numbers have reduced by 41%, and 1st to 3rd preferences by 36%.

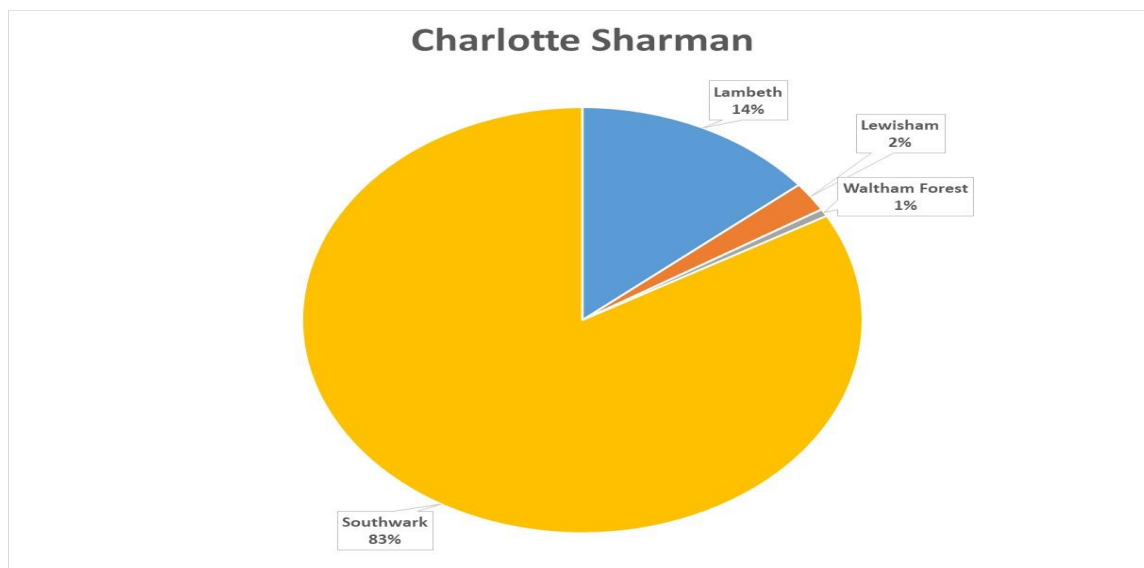
*Table 4 – Applicants to Charlotte Sharman 2016-2024*

| Year    | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> | Total | PAN | 1-3 |
|---------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------|-----|-----|
| 2016-17 | 17              | 9               | 13              | 6               | 2               | 5               | 52    | 60  | 39  |
| 2017-18 | 17              | 16              | 6               | 8               | 5               | 4               | 56    | 60  | 39  |
| 2018-19 | 22              | 12              | 9               | 7               | 2               | 10              | 62    | 60  | 43  |
| 2019-20 | 24              | 8               | 10              | 10              | 4               | 1               | 57    | 60  | 42  |
| 2020-21 | 17              | 11              | 9               | 5               | 1               | 3               | 49    | 30  | 37  |
| 2021-22 | 15              | 1               | 9               | 5               | 2               | 4               | 36    | 30  | 25  |
| 2022-23 | 7               | 7               | 3               | 4               | 3               | 6               | 30    | 30  | 17  |
| 2023-24 | 16              | 3               | 5               | 10              | 4               | 2               | 40    | 30  | 24  |
| 2024-25 | 10              | 8               | 7               | 6               | 4               | 7               | 42    | 30  | 25  |

27. The origin of most pupils for the school is from Planning Area 1 (67% of the school roll). Of the non-PA1 pupils, the biggest proportion come from Lambeth (14%), an LA that has also seen a considerable drop in numbers and births. The distribution of pupils by locality is given in the pie chart below – planning area 1 is Borough, Bankside & Walworth, PA2 Bermondsey & Rotherhithe, PA3 Peckham & Nunhead, PA4 Camberwell and PA5 Dulwich.

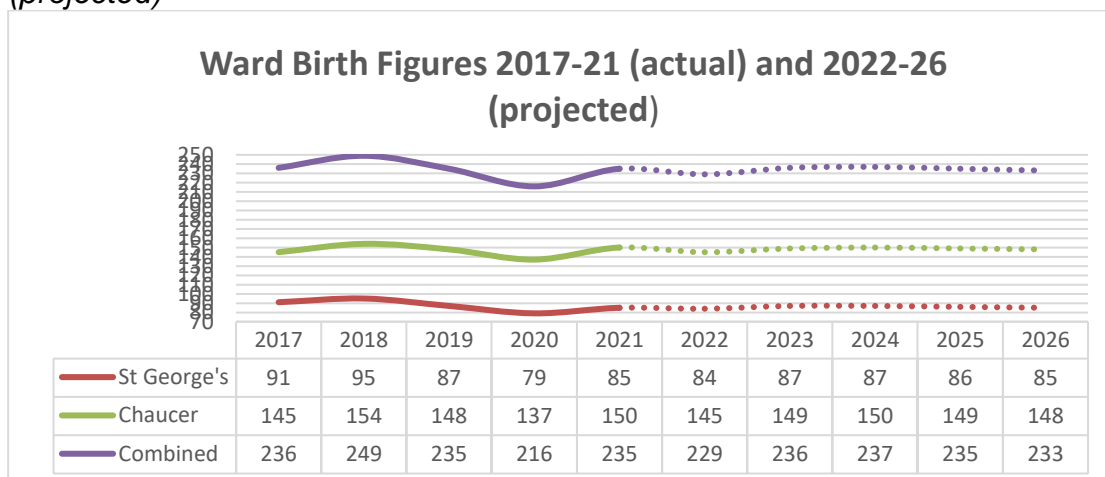
*Figure 1 - % of combined school pupils by Planning Area of residence (PAs 1-5 or Out of Borough (OB))*





28. Births in the St George's and Chaucer wards –where the school draws 43% of its pupils come from – reduced from 2018 to 2021 by 15 – 6% lower. This would normally lead to a reduction in reception roll five years hence (in 2024/25). Births are projected to remain at this level till the end of the decade, so there is unlikely to be a recovery in pupil numbers in the foreseeable future

*Table 5 – Births in St George's and Chaucer wards 2018-21 (actual) 2022-2026 (projected)*



26. In respect of future projections for both schools, the Greater London Authority (GLA) project that, if nothing changes:
- Rolls at Charlotte Sharman Primary School will fall by a further 52 pupils in the next 5 years – a 29% reduction on existing numbers by 2028/29
  - Reception rolls in the locality - the planning area (PA1) surrounding the school – fell by around 140 pupils (a 22% reduction) between 2016/17 and 2023/24, and are estimated to fall by another 11 pupils (2%) by 2028/29
  - PA1 births overall are projected to fall further by 78 pupils from 2023/24 to 2028/29 (17%)
  - Year R to 6 rolls in PA1 fell by 1,534 pupils (28%) between 2016/17 and 2023/24, and it is projected that there will be a further 594 fewer pupils overall (15%) from 2023/24 to 2029/30
  - Births in the St George's ward are projected to remain at the same (low) level from 2022 to 2031 – this will feed through to a reduction in reception pupils.

27. If Charlotte Sharman Primary School were not to close in August 2025, the roll estimates for following year's year group totals would be as shown in the table below, with a further fall of 14 pupils (-9%) and vacancies would rise to around 33% of the whole roll.

*Table 6 Charlotte Sharman Roll 2025-26 projected roll and vacancies*

| Year        | R  | 1  | 2  | 3  | 4  | 5  | 6  | Total |
|-------------|----|----|----|----|----|----|----|-------|
| PAN 2024-25 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 210   |
| Roll        | 16 | 12 | 22 | 15 | 22 | 24 | 28 | 140   |
| Vacancies   | 14 | 18 | 8  | 15 | 8  | 6  | 2  | 70    |

28. Projection from the GLA show that numbers would fall below 120 at Charlotte Sharman Primary School in 2027/28, if no further action was taken, and be just above 100 by the end of the decade – a further 26% reduction in roll.

*Table 7 – Charlotte Sharman GLA projected rolls by year group 2025-2030 (and vacancies)*

| Year    | R  | 1  | 2  | 3  | 4  | 5  | 6  | Total | % Vacs Year R | % Vacs R to 6 |
|---------|----|----|----|----|----|----|----|-------|---------------|---------------|
| 2025/26 | 16 | 12 | 21 | 15 | 24 | 24 | 27 | 140   | 47%           | 34%           |
| 2026/27 | 17 | 16 | 12 | 21 | 15 | 22 | 24 | 127   | 44%           | 40%           |
| 2027/28 | 15 | 17 | 16 | 12 | 20 | 15 | 22 | 117   | 50%           | 44%           |
| 2028/29 | 16 | 15 | 17 | 15 | 11 | 20 | 15 | 109   | 47%           | 48%           |
| 2029/30 | 16 | 16 | 15 | 16 | 15 | 11 | 20 | 109   | 47%           | 48%           |
| 2030/31 | 16 | 16 | 16 | 14 | 16 | 15 | 11 | 104   | 48%           | 51%           |

29. The school is situated in the place planning area 1 (PA1), which covers the Borough, Bankside and Walworth area that has seen a substantial growth in surplus places in Southwark. Presently, there are 225 (9FE) reception places surplus in PA1 - 33% of all available reception places. Overall, Year R to 6 vacancies total 1,130 - around 23% of all available places in PA1 schools. All of these factors above combined means that pupil numbers at Charlotte Sharman Primary School on their present site are extremely unlikely recover in the near future, and that the school is likely to fall further into a state of organisational, economic, and financial unviability, with consequent effects on standards and quality.
30. As schools are funded primarily on a per pupil basis, falling rolls result in reduced budgets – a further 26% fall in numbers by 2030 would lead to a commensurately reduced budget, which would, in turn, impact on the resources available to support a high quality of education.
31. All of these factors combined means that there is little hope that the rolls at Charlotte Sharman Primary School will recover numerically in the near future, and that the school is likely to fall further into a state of economic and financial unviability, with consequent effects on standards and quality.
32. After consideration of all the above factors, the Cabinet Member agreed in January 2025 to launch a consultation on the closure of Charlotte Sharman Primary School from 31 August, 2025. This has provided an opportunity for stakeholders to comment on the proposed closure as well as to put forward alternative proposals for consideration.
33. The statutory process to close a school is set out in the Department for

Education's statutory guidance document '[Opening and closing maintained schools statutory guidance for proposers and decision-makers](#)' (October 2024). The process includes five stages as outlined below and in detail in paragraphs 34 to 56.

- Stage one – Consultation (*Already undertaken*)
- Stage two – Publication (*Already undertaken*)
- Stage three – Representation (*Already undertaken*)
- Stage four – Decision (*This report requests this*)
- Stage five – Implementation

The representation completed on the 9 June 2025

### **Stage one - Consultation**

34. Consultation on the closure of Charlotte Sharman Primary School occurred for 7 weeks. The consultation ran from the 11 February 2025 to 31 March 2025 and was hosted on a dedicated website on Southwark's consultation hub.
35. This was promoted to parents and carers via a letter from the Headteacher alerting them to the survey; promotion via the school newsletter to parents, and at the meetings for parents and carers outlined below. All Southwark primary school headteachers and chairs of governors were emailed to make them aware of the consultation exercise. A dedicated email was also set up ([questions.education@southwark.gov.uk](mailto:questions.education@southwark.gov.uk)) for queries on the consultation which was checked on daily basis. Paper copies of the consultation were made available and an address where to return them was provided. Meetings for parents and carers were held at the school in March 2025, and these were also attended by council staff, the school leadership and governors.
36. No representations were received from neighbouring councils, councillors, the SDBE or the Catholic Diocese. The trade unions had a number of operational queries and liaised extensively with the school's Human Resources (HR) advisors. No trade unions formally objected to the school closure.
37. 243 responses were received from the Stage 1 online consultation. Of these:
  - a. 93% disagreed with the closure
  - b. 4% agreed with the closure
  - c. 3% were "unsure".
38. A quantitative analysis of the responses to ensure the survey was broadly representative of the population and/or stakeholders was also undertaken and is included as **Appendix 5**. Percentages given are those who answered the questions concerned.
39. 35% of respondents were local residents, with 25% being parents/carers for children at the school (8% at other primary schools), and 6% staff members. 7% were governors at this or other schools. Respondents could come from more than one category.
40. 40% of respondents lived in or around the Elephant & Castle locality, with a further 8% from the wider Borough and Bankside area, and 6% from Walworth. 9% of respondents came from Peckham, 9% from Bermondsey 6%

from Camberwell, and 3% from Nunhead. 15% came from outside Southwark, of whom 6% were from Lambeth.

41. Of the respondents who answered the question, the largest proportion (30%) were aged 35-44, followed by those aged 25-34 (29%). Proportions for those aged 55-64 (13%) and 45-54 (16%) were next in percentage terms. As regards ethnicity, the largest proportion who answered this question were White British/White English (45%). "White Other/European" were 16% and Black British/Caribbean respondents totalled 8%. The GEM percentage was 55% overall.
42. Of the remaining respondent characteristics, 84% of respondents did not have a disability, 82% of respondents were female, and 99% had the same gender as at birth. 74% of respondents were heterosexual. 50% had no religious belief, and 33% were Christian.
43. An additional two email responses against the closure were received during the consultation period to the dedicated email address, raising similar points to those outlined above.
44. A number of issues were raised as part of the consultation. These have been summarised below, and the council's response to each is given.

| <b>Issues raised</b>   | <b>Council response</b>   |
|--|---|
| Impact it would have on the children and the community.  | While the closure would of course have a short-term impact on children and families, it would be detrimental for children to remain in a school without sufficient resources to maintain a good standard of education.                              |
| Loss of school's positive influence on their children's confidence and academic performance, praising the quality of teaching and the school environment.          | Almost all Southwark primary schools are graded by Ofsted as "Good" or "Outstanding" so a similar quality of teaching is offered at many others schools.  |
| Loss of school's positive influence on their children's confidence and academic performance, praising the quality of teaching and the school environment. (cont'd) | The risk is that the quality of education at Charlotte Sharman Primary School will be difficult to maintain with the school's financial difficulties being exacerbated by falling rolls.  |
| The potential disruption to friendships  | There are many vacancies at schools nearby and parents who wish their children to move with friends could choose to apply for the same school.  |
| Difficulties in finding suitable alternative schools   | There are over 800 alternative places available at 11 primary schools within walking distance of the school (0.75 miles). Headteachers in local schools have indicated that they are prepared to be flexible and welcome pupils and sibling groups. |



| Issues raised   | Council response   |
|---|--|
|   | Advice and assistance are being given by a dedicated Admissions Officer to secure places for all children affected by the proposed closure. The admissions officer requests expressions of interest in schools with vacancies and will match the same to ensure as many pupils as possible are matched |
| Uniqueness of Charlotte Sharman as a local community school and the only non-faith school locally | Within 0.75 miles, there are 8 non-denominational schools - Friars Primary, Crampton Primary, Charles Dickens Primary Academy, Victory Primary, Keyworth Primary, ARK Globe Academy, Vauxhall Primary ( <i>Lambeth</i> ), and Robert Browning Primary.   |
| The reduction in parental choice, particularly for secular schools                                | There will continue to a range of choices for parents locally. Of the 11 Southwark and Lambeth schools within walking distance of CSPA, 8 are secular/non-denominational schools   |

45. A number of alternative proposals were received, some of which were similar to those considered at the formulation stage. These have been summarised below, and the council's response to each is given.

| Proposal  | Council response   |
|---|--|
| <p>Federation or merger with another school as an alternative to closure. suggestions to combine resources and share staffing costs and to merge with a non-faith school to maintain the inclusive nature of Charlotte Sharman.</p> <p>Federation or merger with another school as an alternative to closure. suggestions to combine resources and share staffing costs and to merge with a non-faith school to maintain the inclusive nature of Charlotte Sharman (cont'd)</p> | <p>The governing bodies of St Jude's Church of England and Charlotte Sharman Primary Schools met and discussed an amalgamation of the schools in 2023 but this did not proceed. Other faith schools nearby were discounted as options as this was seen to have been a barrier to amalgamation with St Jude's.</p> <p>All non-church schools within 0.75 miles were considered and expressions of interest requested, but none came forward. A nearby community school was identified as a potential candidate but the school leadership there would only support an amalgamation with Charlotte Sharman moving on to their site, which was not large enough to accommodate all pupils.</p> |
| Efforts should be made to increase the school's recognition to attract more students.   | All schools are actively promoted in the council's admissions information for parents.   |
| Advertise reception and other year  | Unfortunately, the local population data   |



| <b>Proposal</b>   | <b>Council response</b>   |
|---|---|
| group vacancies more widely.  | suggest that the children are simply not there to attract to the school. Birth rates in the wards that pupils attend the school live in have fallen and stagnated, meaning that the diminished number of pupils attending reception will feed through to other year groups, and continue to fall.   |
| Other local schools, particularly faith schools, could be closed instead  | <p>The council considers the position for all schools on their own merits. Other schools in the locality also face challenges with pupil numbers but none are also facing equivalent financial difficulties at present.</p> <p>The closure of faith schools, even if agreed, would not necessarily benefit Charlotte Sharman as there would be places available in other faith schools for parents looking for a new school.</p>  |
| Reduce the school to 0.5FE  | An intake of 15 would reduce the number of pupils at the school from 154 to 108 within four years – reducing annual pupil led funding by approximately £294k per year (based on current average of approx. £6400 per child). Education standards would be at risk as there would not be sufficient teaching staff across which to spread subject specialisms and other key roles, and the school would lack the resilience larger schools have to cover for staff absence and resource deployment, and the school would also have to meet the running and maintenance costs of a site with space for at least 420 pupils. |
| Managed reduction towards closure<br>- reduce the school's PAN to 0 and cease admitting new children while keeping school open until current classes leave the school | <p>If no new pupils were admitted from September 2025, the number of pupils would reduce from 154 to 74 in three years, with a negative impact on the already precarious financial position. Based on average funding of approximately £6400 per pupil, this would reduce annual funding to the school by £512k after three years.</p> <p>In addition, it would mean older children at the school missing out on being the senior children in an aged 4-</p>  |

| Proposal   | Council response   |
|--|--|
|  | 11 school, an important part of the transition to secondary school. The school would also not be able to admit younger siblings which would be likely to result in older children being moved to other schools by parents.   |
| Support the school financially to maintain the establishment   | The council has supported the school but is unable to write off the school's growing deficit and is an ongoing issue.  |
| Keep the school open for a few more years to utilise existing facilities and maintain high enrolment in upper Key Stage 2. Close the school over 7 years by not admitting at reception in September 2025 | The school is presently financially unviable, this situation is likely to worsen in either eventuality if the school remained open. KS2 enrolment is still some way below PAN (45 vacancies for 150 places – 30%). The school is already in a considerable amount of debt, has spent income received from the sale of the premises officer's house and has subsequently run up a substantial shortfall since this time, with no indication that the school will return to financial viability any time soon. |
| Review and reduce the Planned Admission Numbers (PANs) of academies in the borough as an alternative approach.   | <p>The council has no control over the published admissions numbers (PANs) at academies.</p> <p>The decision to reduce PANs is the schools' and MAT's choice alone. Some academies have reduced PANs where demand has reduced – e.g. St Paul's CE Primary is doing so for September 2025. The school has not recruited to PAN for many years so a PAN reduction will not benefit Charlotte Sharman Primary School in terms of pupils attending the school displaced by a PAN reduction.</p>                  |
| Appeal to the DFE about falling rolls and funding adjustments for affected schools.  | The council has previously raised this issue with Ministers and the Department for Education, and no significant change from the existing government is presently proposed.  |
| Realising the potential of the school's facilities and suggested utilising the space more effectively, such as renting out parts of the building   | <p>The school has previously explored this, including selling off the former premises officer house, but this has not made an ongoing improvement in the school's financial position.</p> <p>Selling off further space could</p>   |

| <b>Proposal</b>                       | <b>Council response</b>   |
|---------------------------------------|---|
| Sell off some of the playground space | compromise the quality of education because there is no easily accessible space to allow for further development and / or disposal of land and in any case would be subject to agreement by the Secretary of State for Education. |
| Move another school onto the site     | No school has expressed a wish to do so, and no schools are known to the council who might wish to join a site sharing arrangement.   |

46. With this level of response, it is difficult to ascertain whether this is overall a representative sample of interested parties
47. The above process ran from the 11 February 2025 to the 31 March 2025,. At the end of the consultation period, the Cabinet Member was presented with the results of the consultation and approved of the publication of closure proposals in April 2025 – the next stage described below.

### **Publication (Stage 2) and Representation (Stage 3)**

48. After receipt and analysis of the results of the consultation, officers then sought agreement to proceed with Stages two and three - publication of the proposal to close the school.
49. Proposals were published on the council's website and local press (the Southwark News) and provided a further opportunity for stakeholders to make representations. This consultation ran for four weeks from 12th May 2025 to 9th June 2025. Notices were also posted at each entrance to the school and in reception. The statutory notice for closure is given at **Appendix 3**. Consultees were invited to comment on the closure notice, and/or request a detailed version of the statutory notice – this is included as **Appendix 4**.
50. The Council received **26** additional comments by the expiry date of the 9th June 2025, broadly reflecting views already expressed in the first consultation. The responses received during the representation period are summarised below (for response to issues also raised in previous consultation see paragraphs 44-45).

| <b>Issues raised</b>   | <b>Council response</b>  |
|--|--|
| Respondents are strongly opposed to the closure of Charlotte Sharman Primary School, citing its vital role as a community hub and its contribution to the diversity and character of the neighbourhood | All our schools endeavour to have a positive impact on pupils' lives, and to be at the heart of the community they serve, and to offer a supportive environment. The low numbers of pupils at the school would compromise the school's ability to offer all of this, going forward, and closure would allow the pupils affected to continue their education in an environment that can deliver |

| Issues raised   | Council response  |
|---|---|
| <p>Respondents highlighted the negative impact on children, particularly those with special educational needs (SEN), who benefit from smaller class sizes and stability. Disruption to learning, social development, and emotional well-being due to forced transitions is a major concern</p> <p>Respondents feel there has been insufficient effort to promote the school or explore viable alternatives such as appropriate mergers or restructuring</p> <p>Several mention that the drop in enrolment is partly due to rumours and the threat of closure itself, rather than a lack of demand</p> <p>Respondents fear the school site will be redeveloped into luxury flats rather than retained for educational or community use</p> <p>Several responses stress the need for immediate transfer of pupil funding to receiving schools if closure goes ahead, to avoid financial strain on those schools</p> <p>There are also calls for a slower, more transparent decision-making process with genuine community involvement</p> | <p>this for the foreseeable future.</p> <p>A considerable amount of effort is given in finding appropriate alternative settings for pupils in the locality. Including pupils with SEND. A dedicated admissions officer has been working with parents on a one-to-one basis to consider alternative placements if closure goes ahead. The schools receiving the pupils will ensure that disruption to education is kept to a minimum.</p> <p>The council is not permitted to promote one school above others in terms of admissions. A considerable amount of time and effort has been taken to explore a wide variety of alternatives, including those outlined in paragraphs 6 and those suggested by parents and carers in paragraph 46</p> <p>Numbers began to fall at the school some way in advance of the original merger and later closure proposals. There has been a 45% drop in reception numbers since 2015/16, and a similar drop in births. The children to populate the school simply aren't there.</p> <p>There are no plans to redevelop the site for housing and primary consideration will be given to alternative educational uses for the site</p> <p>Funding will transfer with the children as school funding is primarily headcount based.</p> <p>Consideration of the future of the school has been ongoing for around 2 years already, and consideration has been given to every alternative suggestion made.</p> <p>It is not felt that the school would be</p> |

| Issues raised   | Council response  |
|---|---|
| A minority suggest that if closure is inevitable, it should be phased to allow current pupils to finish their education at the school | viable in the short to medium term if a phased closure (i.e. not admitting Year R in September 2025) was undertaken |

51. As with the previous consultations, copies of the notice were sent to the following stakeholders: local ward councillors; the local MP, Neil Coyle; the local Church of England and Catholic school diocesan authorities; all Southwark primary school heads and chairs of governors; multi-academy trusts (MATs) active in Southwark; and the DfE School Organisation team. No comments had been received from any of the above by the expiry date of the notice.
52. No further representations were received as a result of the publication of proposals from trade union representatives or the diocesan authorities by the closing date (9 June 2025).

#### **Cabinet decision (Stage 4)**

53. At the end of this second consultation (representation) period, the results of this and the previous stage 1 consultation have been combined in this report to be submitted to Cabinet for decision at this meeting, in line and with due regard to statutory guidance.
54. The decision maker for school closures is the Cabinet of the council and the proposals, and such observations, feedback, objections and comments are being presented to the Cabinet for scrutiny and decision. Cabinet is empowered to:
- a. *Agree the closure proposal*
  - b. *Agree the closure proposal with modifications*
  - c. *Refuse the closure proposal*
55. If Cabinet does not take a decision on the school closure within 2 months of the expiry of the formal notice, the matter would have to be referred to the Office of the Schools Adjudicator (OSA) for final decision. The following bodies have the right to have the decision referred to the Schools Adjudicator in any case, independent of the local authority after the Cabinet decision is taken.
- a. *The Diocesan Board of Education of any C of E Diocese in the relevant area.*
  - b. *The Bishop of any Roman Catholic Church in the relevant area.*
  - c. *The governing body or any foundation of the foundation or voluntary school specified in the proposals.*

#### **Implementation of Decision/formal closure of the school (Stage 5)**

56. If Cabinet agrees to the proposals to close, this will be effective from 31 August 2025. A detailed timetable is attached as Appendix 5 of the report.

## **POLICY FRAMEWORK AND DECISION-MAKING PROCESS**

57. The Southwark 2030 strategy includes a key goal of ensuring all children receive a “Good Start in Life”.
58. The proposed closure of the school would enable all children to transition to an Ofsted “good” school (or alternative schools in the locality) honouring the right to a good education for all pupils presently and potentially attending the school.
59. By reducing surplus school capacity both locally and borough wide, the closure would help to ensure that remaining schools remain viable, standards are maintained and improved, and that parents and carers still have a choice of good or outstanding schools to choose from for their children.
60. The statutory process the council undertakes as part of the decision-making process for the proposed closure is outlined above. It should also be noted that discussions about options were discussed with the the school and governors in the Autumn 2024 term.

### **Actions undertaken for the pupils, parents and carers affected**

61. The council, as the body responsible for school admissions in Southwark, has had to plan for every eventuality to ensure that all children attending Charlotte Sharman Primary School will have a school place for September 2025. Support is being offered to parents, carers and pupils to manage the transition – should it be decided that the school should close – from Charlotte Sharman to other schools.
62. A coordinated admissions process, led by the local authority’s school admissions team has been established to ensure that the parent/carer of each child on the roll of Charlotte Sharman Primary School will have access to an admissions application and be able to state preferences of alternative schools. A dedicated admissions officer has been allocated to work closely with families and school staff and ensure that every child is able to secure a school place for September 2025. Similarly, children with special educational needs are being fully supported to make this transition with reviews of their education, health and care plans (EHCPs) where appropriate, if the closure is agreed

### **Accommodating displaced children in alternative schools in the event of a closure**

63. The council is confident that all children presently attending Charlotte Sharman Primary School and all applicants to reception for September 2025 can be accommodated in alternative schools within a reasonable distance.
64. The council is confident that all children presently attending Charlotte Sharman Primary School and all applicants to reception for September 2025 can be accommodated in alternative schools within a reasonable distance. There are currently 893 vacant places across year groups in 12 Southwark

schools which are within 0.75 miles of the school (1,044 including the 4 Lambeth schools within the same distance), many times the existing numbers on roll.

65. Presently there are 181 reception places vacant at these Southwark schools – more than 3 times the PAN of the school – 203 including Lambeth vacancies in schools within the same distance. There will be – minus the 18 Y6 leaving for secondary school – around 119 pupils in years 1 to 5 at Charlotte Sharman to find places for.

### **Actions undertaken for the teachers and non-teaching staff affected**

66. The situation at the start of the process was that the council informed their staff at the earliest possible opportunity that there was a potential that the school would close in August 2025. The trade unions were also involved at this stage.

### **Community, equalities (including socio-economic) and health impacts**

#### **Community Impact**

67. The [Public Sector Equality Duty](#), [Section 149 of the Equality Act](#), requires public bodies to consider all individuals when carrying out their day-to-day work - in shaping policy, delivering services and as an employer.
68. Public bodies need to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people with protected characteristics and those with none when carrying out their activities.
69. The closure of a school clearly has the most impact on the children attending and their parents, as inevitably there is some disruption as a result of having to move school. However, given that there are many places available in other nearby schools the impact should be short term. Families would be supported through the transition, including support with school uniform costs.
70. A closure would also impact on staff employed at the school. Given the difficulties that schools across London are facing in recruiting and retaining staff, those affected by the closure of a school should have opportunities to secure similar employment elsewhere. HR support would be provided to staff through the process.
71. With the exception of the impacts identified above, the recommendations set out in this report are not considered to have a disproportionate effect on any particular community group. Impacts against specific protected characteristics have been addressed in the Equalities impact statement below.

#### **Health impact statement**

72. The EINA outlined above has been completed and is attached at **Appendix 2** - this includes Health impacts. No adverse health impacts were ascertained during the Impact Assessment process

## Equalities (including socio-economic) impact statement

73. The [council's "Approach to Equality"](#) commits the council to ensuring equality is an integral part of our daily business. "Protected characteristics" are the grounds upon which discrimination is unlawful - these are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.
74. In this case, the characteristics covering gender reassignment, marriage and civil partnership, pregnancy and maternity, and sexual orientation are unlikely to be issues to consider for pupils in the context of a school closure. An equality impact statement has been completed for this proposal and is attached as **Appendix 2**.
75. Potential negative impacts were identified as regards disability - special educational needs (SEND).
76. If the school closes, then the council will work with children displaced by the closure to find an appropriate placement at the numerous schools with vacancies local to where they live, including those with education, health and care plans (EHCPs) or classified as SEND Support.
77. Ultimately, the council aims to ensure the best possible education for all of our diverse communities, which may not be possible if the school were to remain open and not be capable of delivering a broad and balanced curriculum to the GEM pupils at the school because of low numbers of pupils and staff overall.
78. In addition to the protected characteristics assessed in the EINA, consideration has been given to other factors including deprivation and English as an additional language.
79. A proxy for deprivation is the level of pupils eligible for free school meals (FSM), with higher levels generally being observed in more deprived areas. As regards free school meals eligibility (FSM), Charlotte Sharman Primary School (CSPS) compares to the Southwark and national averages as outlined below.
80. As regards free school meals eligibility (FSM), Charlotte Sharman Primary School compares to the Southwark and national averages as outlined below

| Type            | Percentage |
|-----------------|------------|
| CSPS            | 39.7%      |
| PA1             | 45.1%      |
| Southwark       | 36.8%      |
| London          | 27.5%      |
| England & Wales | 25.1%      |

(Source: School Census 2024)

81. It can be seen that, whilst CSPS is higher than the national and regional averages, it is lower than the locality (Borough, Bankside and Walworth), and Southwark averages. Of the 70 schools enumerated at this time, CSPS was the 38th largest, around halfway.



82. An indicator of diversity linked to race is "English as an Additional Language" (EAL) - Charlotte Sharman Primary School compares to the Southwark and national averages as outlined below.

| Type            | Percentage |
|-----------------|------------|
| CSPS            | 39.7%      |
| PA1             | 45.3%      |
| Southwark       | 37.4%      |
| London          | 44.1%      |
| England & Wales | 20.5%      |

(Source: School Census 2024)

83. These are below the average for London and the locality, and slightly above the Southwark average, and some way above the average for England and Wales. Of the 70 schools enumerated, CSPS was the 48<sup>th</sup> highest, in the second lowest quartile.
84. No other substantive negative impacts in terms of equalities – including socio-economic - were identified, and therefore no further mitigations would be required.

### Climate change implications

85. Following the [council assembly meeting on the 14 July 2021](#), the council has now committed to considering the climate change implications of any decisions made. This report has not directly considered the impact of climate change in the main body of the report, as the recommendation will have a minimal effect on climate change.
86. As the numbers of pupils in the authority area falls, and the numbers of pupils attending schools reduce, then it is likely that less pupils will be travelling to schools, thereby potentially reducing travel (and carbon emissions) overall, and where it is utilised, car use.
87. Reducing the number of school places will not directly enhance the environment and green space, nor will it create "green" jobs and businesses, or benefit sustainable energy or reduce waste, albeit that less pupils in a particular school could potentially use less energy and produce less waste.
88. No direct measures have been taken to reduce or enhance the impact on climate change as part of this work, as no substantive negative effects have been identified. Additionally, as no direct measures have been taken to reduce or enhance the impact on climate change as part of this work, no monitoring will be required. Journeys to new schools is unlikely to be significantly longer and so is unlikely to have a negative impact on the environment.

### Resource implications

89. Surplus capacity in primary schools as a result of falling rolls impacts on school budgets and the resources available for education.
90. A decision on the future ownership of the Charlotte Sharman Primary School land and buildings would be a matter for decision by the Secretary of State for

Education, though the council has been advised that in such a scenario the most likely outcome would be agreement that these should revert to the council.

91. Prior to the school becoming a Foundation School in 1996 the whole site is understood to have belonged to the council.

### **Legal Implications**

92. Please see the comments below from the Assistant Chief Executive (Governance and Assurance).

### **Financial Implications (including Human Resources)**

93. The [Dedicated Schools Grant \(DSG\) Schools Block](#), which is awarded to fund education provision, is primarily calculated using pupil numbers and pupil characteristics. Consequently, there is expected to be minimal impact on the amount of the grant as a consequence of the closure.
94. With a similar amount of income spread over a smaller number of schools, there will be a positive impact on the financial position of schools. This will be seen in those schools which accept pupils formerly attending Charlotte Sharman Primary School.
95. Charlotte Sharman Primary School ended the 2023/24 financial year in a deficit position of £46k, having overspent by £312k during the year. This deficit is expected to rise to £335k for the year ending March 2025 according to the school's Q3 estimate. This forecast is expected to rise significantly if the school remains open therefore it is important that decisive and timely action is taken.
96. It is also estimated that the closure will also incur costs such as redundancies, site security, uniforms for children transferring to other schools, archiving/disposal etc. and is estimated at around £500k. In order to minimise the costs of closure it is important that the school and officers work together to maximize redeployment opportunities to existing staff to alternative, suitable positions.
97. Charlotte Sharman Primary School is subject to the Schools in Financial Difficulties process and is projected to have a growing financial deficit.
98. The Governors at the school are the employer of all staff at the school and will follow formal staff redundancy processes in consultation with trade unions and staff as per their Restructure, Redeployment and Redundancy Policy.

### **Consultation**

99. Extensive consultation has been undertaken, as described in this report, in line with the statutory consultation processes and has involving all relevant stakeholders.

## SUPPLEMENTARY ADVICE FROM OTHER OFFICERS

### Assistant Chief Executive - Governance and Assurance (RW: 10.6.25)

100. The cabinet is being asked to approve proposals to close Charlotte Sharman Primary School, a foundation school maintained by the council.
101. A school closure is an executive decision of the council, which has been reserved in the council's constitution to be made by the Cabinet. A decision to close the school therefore has to be made by the Cabinet.
102. The closure has to be made in accordance with sections 15 and 16 and schedule 2 of the Education and Inspections Act 2006, and the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013.
103. The cabinet must also have regard to the statutory guidance "Opening and closing maintained schools statutory guidance for proposers and decision-makers" issued by the Department for Education (October 2024) when making a decision to close a maintained school.
104. Prior to any decision being made to close a school, there is a required period of statutory consultation, which has to be followed by the publication of proposals by the Council that the school be closed.
105. The initial consultation period took place from 11 February 2025 to 31 March 2025. Proposals were then published on 12 May 2025. Any person could send objections or comments to these proposals within four weeks of the date of publication. These four weeks are known as the representation period. The representation period ended on 9 June 2025.
106. When making its decision, the Cabinet should conscientiously take into account the outcomes of the consultation and representation period, including any objections and comments made therein. Details of these can be found in this report.
107. Cabinet should also take into account whether the Gunning principles have been complied with in relation to the consultation process that has been undertaken. These principles note it is important that the material provided to consultees include sufficient information to enable "intelligent consideration", that the council gave adequate time for responses and that the results of the consultation are properly considered and are taken into account before making a decision.
108. The 2006 Act prescribes that one of the following decisions has to be made in relation to the proposal to closure Charlotte Sharman Primary School:
  - a) *reject the proposals*
  - b) *approve the proposals without modification*
  - c) *approve the proposals with such modifications as the cabinet thinks desirable after any relevant consultation.*

109. The Cabinet decision in relation to these proposals has to be made within two months of the close of the representation period. This period closed on 9 June 2024, so a decision has to be made by 9 August 2024.
110. If a decision is not made within two months of the closure of the representation period then the matter will be referred to the School Adjudicator for them to make a decision.
111. If the decision is made to approve the proposals to close the school, the 2006 Act requires this decision to be implemented by the council.
112. The statutory guidance referred to above sets out considerations that should be made by the Council generally and Cabinet specifically when deciding on proposals to close a school including:
  - The information in the proposals set out in Appendix 4
  - Being satisfied that the council has carried out the statutory process satisfactorily
  - Giving due regard to all responses received during the consultation and representation period
  - Being satisfied there are sufficient surplus places elsewhere in the local area to accommodate displaced pupils and the likely supply and future demand for places in the medium and long term
  - The overall quality of alternative places in the area balanced with the need to reduce excessive capacity
  - The local context in which the proposals are being made, taking account the nature of the area, the age of the children involved and any alternative options for reducing excess surplus capacity
  - The impact of any proposal on local integration and community cohesion objectives
  - Will the decision unreasonably extend journey times or increase travel costs or result in too many children being prevented from being able to travel sustainably
  - The effect on the balance of denominational provision in the area including the pupils currently on roll and the medium- and long-term need for places
  - Is the school a focal point for family and community activity providing extended services for a range of users? If so, provision should be made for the pupils and their families to access similar services through their new schools or other means.
113. Cabinet also needs to apply the public sector equality duty in section 149 Equality Act 2010 in making this decision, which requires it to have due regard to the need to:
  - a) *eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;*
  - b) *advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;*
  - c) *foster good relations between persons who share a relevant protected characteristic and persons who do not share it. An equalities impact analysis has been produced and needs to be considered by the cabinet member in making this decision.*

114. Protected characteristics include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.
115. An equalities impact analysis (EINA) has been produced at Appendix 2 and needs to be considered by the Cabinet in making this decision.
116. The Cabinet also needs to have regard to the council's statutory duty under section 14 of the Education Act 1996 to secure that sufficient schools for providing primary and secondary education are available for their area. The schools available for an area shall not be regarded as sufficient for these purposes unless they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education.
117. "Appropriate education" means education which offers such variety of instruction and training as may be desirable in view of—(a) the pupils' different ages, abilities and aptitudes, and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
118. The report clarifies the availability of alternative schools in the event of the closure of Charlotte Sharman Primary School.

**Strategic Director of Resources: (CAS25/07)**

119. The Strategic Director of Resources notes the proposal to close Charlotte Sharman Primary School. Maintained schools receive the majority of their funding via the Dedicated Schools Grant, which is broadly distributed on a per-pupil basis.
120. As a result, falling rolls over a period of time can result in significantly reduced grant income, which can impact the ability of a school to balance its budget whilst maintaining teaching and learning standards at the school. In the case of Charlotte Sharman Primary School, the financial strain due to falling rolls is compounded by its location where there are significant surplus places across the maintained school estate.
121. Schools in financial difficulty contribute to wider financial stresses within the maintained schools estate and so it is important that the financial position of all schools are reviewed regularly to ensure they are living within their means. [Section 22 of the Schools and Standards Framework Act \(SSFA\) 1998](#) sets out the Local Authority's responsibilities with respect to the funding of schools and includes a duty to defray all the expenses of maintaining a school. When a maintained school closes, any outstanding deficit falls to the council to be written off. Whilst the financial management of maintained schools is delegated to their governing bodies, ultimate responsibility lies with the local authority and it is incumbent upon officers and members to ensure robust governance and controls are in place, both with respect to falling rolls and financial deficits, to limit any further exposure to financial risk arising from schools in deficit.

## Head of Procurement

122. There were no procurement matters for consideration in this report.

## Other Officers

123. There were none.

## REASONS FOR URGENCY

124. The representation on closure must run for a period of four weeks and be complete prior to consideration by Cabinet on the 17 June 2025

## REASONS FOR LATENESS

125. Results from the consultation will be available from the 9 June 2025, four days after the dispatch date for Cabinet. To comply with internal governance procedures, this report is serving reasons for lateness in the event that the deadline for final submission for cabinet's main agenda is missed.

## BACKGROUND DOCUMENTS

| Background Papers   | Held At   | Contact                       |
|---|---|-------------------------------|
| 'The Future of Charlotte Sharman School', January 2025  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://moderngov.southwark.gov.uk/ieDecisionDetails.aspx?ID=8268">https://moderngov.southwark.gov.uk/ieDecisionDetails.aspx?ID=8268</a>   |   |                               |
| Determination of Published Admissions Number (PAN) for Charlotte Sharman Primary School, OSA, April 2019  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://assets.publishing.service.gov.uk/media/5cbf15f2ed915d7920e74638/VAR828_Charlotte_Sharman_Primary_School_Southwark_23_April_2019.pdf">https://assets.publishing.service.gov.uk/media/5cbf15f2ed915d7920e74638/VAR828_Charlotte_Sharman_Primary_School_Southwark_23_April_2019.pdf</a>                                 |   |                               |
| "Managing school places and admissions in London", London Councils, January 2025  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.londoncouncils.gov.uk/news-and-press-releases/2025/managing-school-places-and-admissions-london-report">https://www.londoncouncils.gov.uk/news-and-press-releases/2025/managing-school-places-and-admissions-london-report</a>   |   |                               |
| 'Keeping Education Strong: Strategy for future proofing primary schools and protecting the quality of education in Southwark', December 2022  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://moderngov.southwark.gov.uk/documents/s113486/Report_Keeping_Education_Strong_-_Strategy_for_future_proofing_primary_schools_and_protecting_the_.pdf">https://moderngov.southwark.gov.uk/documents/s113486/Report_Keeping_Education_Strong_-_Strategy_for_future_proofing_primary_schools_and_protecting_the_.pdf</a> |   |                               |
| Appendix 6 – Pupil Place Planning Annexe to "Admission arrangements for Community Primary Schools – September 2026", February 2025  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://moderngov.southwark.gov.uk/documents/s124537/Appendix%20%20Pupil%20Place%20Planning%20Annexe.pdf">https://moderngov.southwark.gov.uk/documents/s124537/Appendix%20%20Pupil%20Place%20Planning%20Annexe.pdf</a>   |   |                               |

| Background Papers   | Held At  | Contact                       |
|---|--|-------------------------------|
| Charlotte Sharman Primary School and St Jude's Primary School Consultation, October 2023  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |
| <a href="https://moderngov.southwark.gov.uk/mglIssueHistoryHome.aspx?Ild=50032996&amp;Opt=0">https://moderngov.southwark.gov.uk/mglIssueHistoryHome.aspx?Ild=50032996&amp;Opt=0</a>   |  |                               |
| Council Constitution, May 2024  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |
| <a href="https://moderngov.southwark.gov.uk/ieListDocuments.aspx?CId=425&amp;MId=8048&amp;Ver=4&amp;Info=1">https://moderngov.southwark.gov.uk/ieListDocuments.aspx?CId=425&amp;MId=8048&amp;Ver=4&amp;Info=1</a>   |  |                               |
| Opening and closing maintained schools Statutory guidance for proposers and decision makers October 2024  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |
| <a href="https://assets.publishing.service.gov.uk/media/66fd4f0a080bdf716392eccf/Opening_and_closing_maintained_schools_2024.pdf">https://assets.publishing.service.gov.uk/media/66fd4f0a080bdf716392eccf/Opening_and_closing_maintained_schools_2024.pdf</a>   |  |                               |
| School Admissions Code - Statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels. 2021 – DfE   | Education Directorate 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School_Admissions_Code_2014_-_19_Dec.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School Admissions Code 2014 - 19 Dec.pdf</a>   |  |                               |
| Integrated Communities Government Action Plan, February 2019  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |
| <a href="https://assets.publishing.service.gov.uk/media/5c628e8bed915d043966be2f/Integrated_Communities_Strategy_Govt_Action_Plan.pdf">https://assets.publishing.service.gov.uk/media/5c628e8bed915d043966be2f/Integrated Communities Strategy Govt Action Plan.pdf</a>   |  |                               |
| The Essential Guide to the Public Sector Equality Duty – EHRC, July 2014  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf">https://www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf</a>   |  |                               |
| Education Act 1996, Section 14, HMSO, 1996  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/ukpga/1996/56/section/14">https://www.legislation.gov.uk/ukpga/1996/56/section/14</a>   |  |                               |
| The Council's Approach to Equality, August 2022   | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |
| <a href="https://services.southwark.gov.uk/engagement-and-consultations/southwark-stands-together/reporting-back-on-progress?displaypref=default&amp;?chapter=5&amp;chapter=9">https://services.southwark.gov.uk/engagement-and-consultations/southwark-stands-together/reporting-back-on-progress?displaypref=default&amp;?chapter=5&amp;chapter=9</a> |  |                               |
| Dedicated Schools Grant 2024-25 Schools Funding Formula, December 2023  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.southwark.gov.uk/sites/default/files/2024-10/item_7_-_dedicated_schools_grant_2024-25_schools_funding_formula_14_december_2023_2.pdf">https://www.southwark.gov.uk/sites/default/files/2024-10/item_7_-_dedicated_schools_grant_2024-25_schools_funding_formula_14_december_2023_2.pdf</a>   |  |                               |
| Education and Inspections Act 2006 HMSO 2006  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH            | Ric Euteneuer<br>07925 637558 |



| Background Papers   | Held At   | Contact                       |
|---|---|-------------------------------|
|   | Services, 160 Tooley Street, London, SE1 2QH  |                               |
| <a href="https://www.legislation.gov.uk/ukpga/2006/40/contents">https://www.legislation.gov.uk/ukpga/2006/40/contents</a>   |   |                               |
| School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013<br>HMSO, 2013  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/uksi/2013/3109/contents/made">https://www.legislation.gov.uk/uksi/2013/3109/contents/made</a>   |   |                               |
| Section 22 of the Schools and Standards Framework Act (SSFA) 1998, HMSO, 1998   | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/ukpga/1998/31/section/22#:~:text=22%20Maintenance%20and%20other%20funding%20of%20schools.&amp;text=(b)the%20duty%20of%20making,the%20purposes%20of%20the%20school.&amp;text=(b)the%20duty%2C%20%5B,new%20premises%20for%20the%20school%5D.&amp;text=(b)the%20duty%2C%20%5BF7under%20any%20enactment%20of,new%20premises%20for%20the%20school%5D.">https://www.legislation.gov.uk/ukpga/1998/31/section/22#:~:text=22%20Maintenance%20and%20other%20funding%20of%20schools.&amp;text=(b)the%20duty%20of%20making,the%20purposes%20of%20the%20school.&amp;text=(b)the%20duty%2C%20%5B,new%20premises%20for%20the%20school%5D.&amp;text=(b)the%20duty%2C%20%5BF7under%20any%20enactment%20of,new%20premises%20for%20the%20school%5D.</a> |   |                               |
| Equalities Act, 2010, HMSO, 2010  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/ukpga/2010/15/section/149">https://www.legislation.gov.uk/ukpga/2010/15/section/149</a>   |   |                               |

## APPENDICES

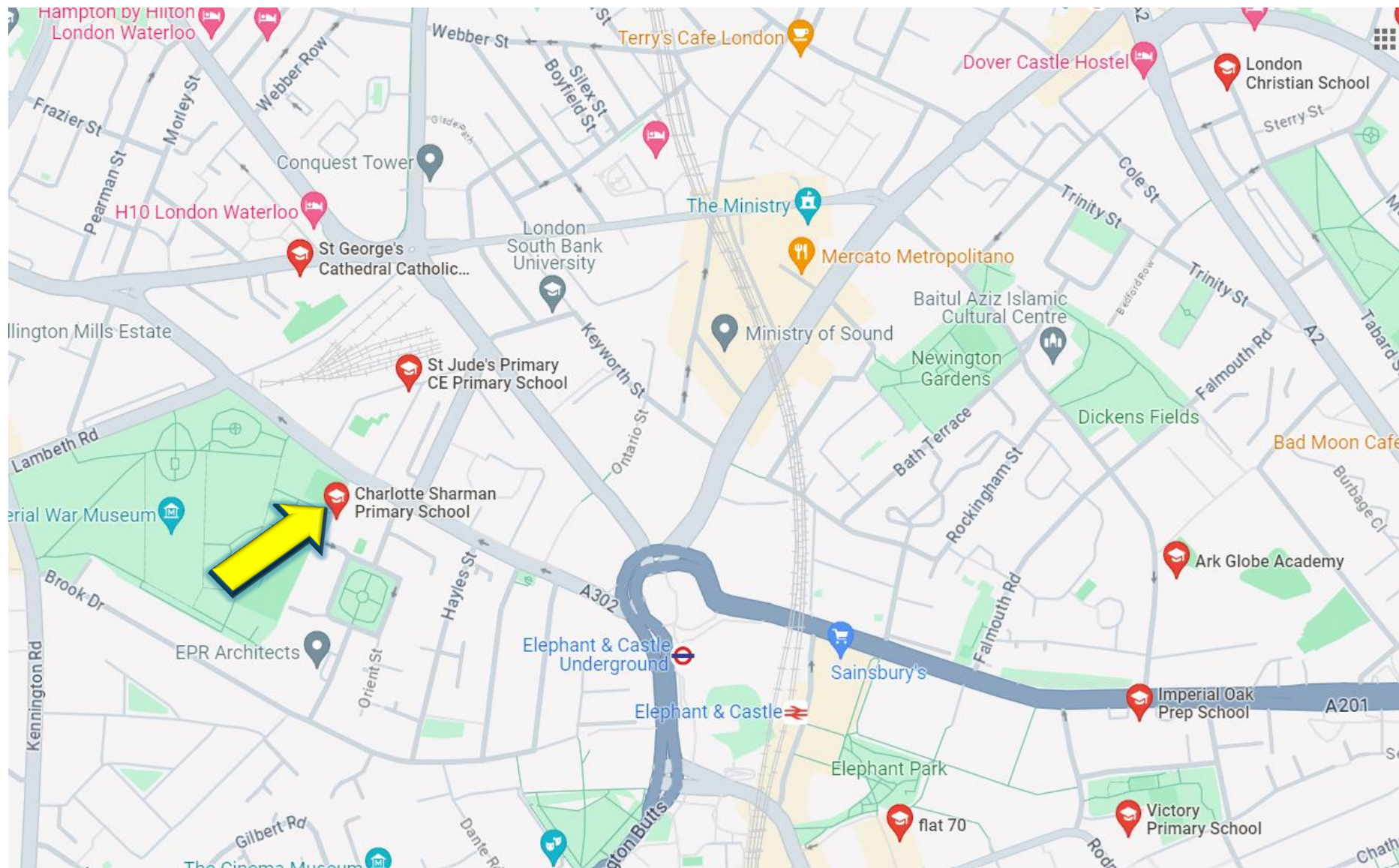
| Number      | Title  |
|-------------|--|
| Appendix 1a | Map showing the location of Charlotte Sharman Primary School |
| Appendix 1b | Heat Map showing distribution of pupils local to the school  |
| Appendix 2  | Equality and Health Impact Assessment                        |
| Appendix 3  | Draft Statutory Notice for Closure                           |
| Appendix 4  | Draft Statutory Proposal                                     |
| Appendix 5  | Decision Flow Chart  |
| Appendix 6  | Quantitative Responses to Stage 1 Consultation               |



**AUDIT TRAIL**

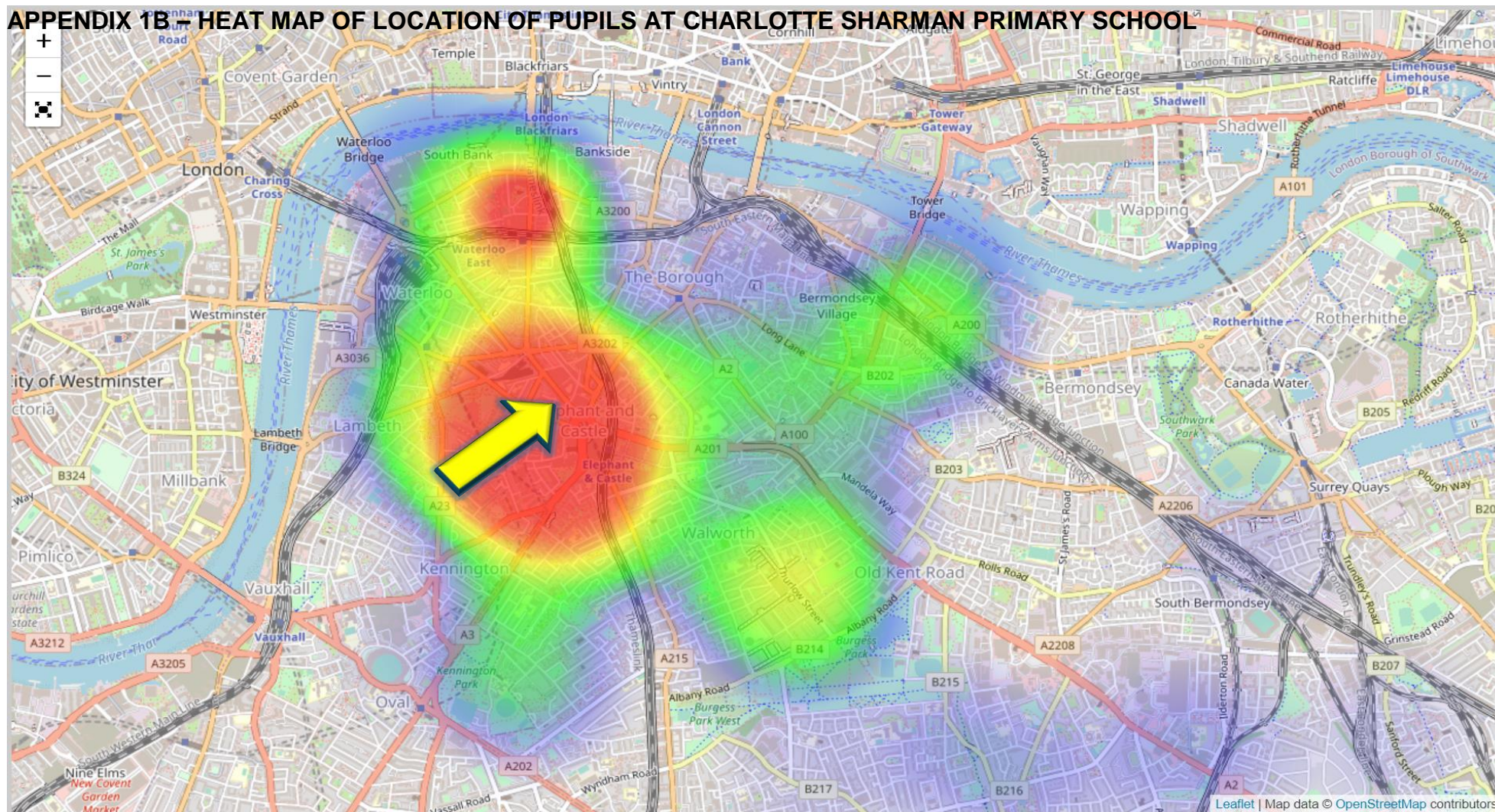
|  |   |                 |                   |
|--|---|-----------------|-------------------|
| Cabinet Member   | Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Young People, Education and Refugees |                 |                   |
| Lead Officer   | David Quirke-Thornton, Strategic Director of Children and Adult Services                                    |                 |                   |
| Report Author  | Ric Euteneuer, Planning & Strategy Officer ( <i>Place Planning</i> )  |                 |                   |
| Version  | Final   |                 |                   |
| Key Decision?  | Yes   |                 |                   |
| CONSULTATION WITH OTHER OFFICERS/DIRECTORATES/CABINET MEMBER |   |                 |                   |
| Officer Title  |   | Comments Sought | Comments Included |
| Assistant Chief Executive – Governance and Assurance         |   | Yes             | Yes               |
| Strategic Director of Resources                              |   | Yes             | Yes               |
| Cabinet Member   |   | Yes             | Yes               |
| Date final report sent to Constitutional Team                |   |                 | 11 June 2025      |

## APPENDIX 1A – LOCATION OF CHARLOTTE SHARMAN PRIMARY SCHOOL (YELLOW ARROW)





## APPENDIX 1B – HEAT MAP OF LOCATION OF PUPILS AT CHARLOTTE SHARMAN PRIMARY SCHOOL



## APPENDIX 2 – EQUALITY IMPACT AND NEEDS ASSESSMENT



***Equality and health  
analysis for the closure of  
Charlotte Sharman  
Primary School  
in August 2025***

**February 2025**

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## Guidance notes

### Things to remember:

Under the Public Sector Equality Duty (PSED) public authorities are required to have due regard to the aims of the general equality duty when making decisions and when setting policies. Understanding the effect of the council's policies and practices on people with different protected characteristics is an important part of complying with the general equality duty. Under the PSED the council must ensure that:

- Decision-makers are aware of the general equality duty's requirements.
- The general equality duty is complied with before and at the time a particular policy is under consideration and when a decision is taken.
- They consciously consider the need to do the things set out in the aims of the general equality duty as an integral part of the decision-making process.
- They have sufficient information to understand the effects of the policy, or the way a function is carried out, on the aims set out in the general equality duty.
- They review policies or decisions, for example, if the make-up of service users changes, as the general equality duty is a continuing duty.
- They take responsibility for complying with the general equality duty in relation to all their relevant functions. Responsibility cannot be delegated to external organisations that are carrying out public functions on their behalf.
- They consciously consider the need to do the things set out in the aims of the general equality duty not only when a policy is developed and decided upon, but when it is being implemented.

Best practice guidance from the Equality and Human Rights Commission recommends that public bodies:

- Consider all the [protected characteristics](#) and all aims of the general equality duty (apart from in relation to marriage and civil partnership, where only the discrimination aim applies).
- Use equality analysis to inform policy as it develops to avoid unnecessary additional activity.
- Focus on the understanding the effects of a policy on equality and any actions needed as a result, not the production of a document.
- Consider how the time and effort involved should relate to the importance of the policy to equality.
- Think about steps to advance equality and good relations as well as eliminate discrimination.
- Use good evidence. Where it isn't available, take steps to gather it (where practical and proportionate).
- Use insights from engagement with employees, service users and others can help provide evidence for equality analysis.

Equality analysis should be referenced in community impact statements in Council reports. Community impact statements are a corporate requirement in all reports to the following meetings: the cabinet, individual decision makers, scrutiny, regulatory committees and community councils. Community impact statements enable decision makers to identify more easily how a decision might affect different communities in Southwark and to consider any implications for equality and diversity.

The public will be able to view and scrutinise any equality analysis undertaken. Equality analysis should therefore be written in a clear and transparent way using plain English. Equality analysis may be published under the council's publishing of equality information, or be present with divisional/departamental/service business plans. These will be placed on the website for public view under the council's Publications Scheme. Equality analysis should be reviewed after a sensible period of time to see if business needs have changed and/or if the effects that were expected have occurred. If not then you will need to consider amending your policy accordingly. This does not mean repeating the equality analysis, but using the experience gained through implementation to check the findings and to make any necessary adjustments. Engagement with the community is recommended as part of the development of equality analysis. The council's Community Engagement Division and critical friend, the Forum for Equality and Human Rights in Southwark can assist with this (see section below on community engagement and [www.southwarkadvice.org.uk](http://www.southwarkadvice.org.uk)).

Whilst the equality analysis is being considered, Southwark Council recommends considering Socio-Economic implications, as socio-economic inequalities have a strong influence on the environment we live and work in. As a major provider of services to Southwark residents, the council has a legal duty to reduce socio-economic inequalities and this is reflected in its values and aims. For this reason, the council recommends considering socio-economic impacts in all equality analyses, not forgetting to include identified potential mitigating actions. Similarly, it is important for the council to consider the impact of its policies and decisions in relation to tackling the climate emergency. This includes both the potential carbon emissions of a policy or decision and its potential effect on the borough's biodiversity. You are asked to consider the impact on climate of your policy and decision under discussion by completing the Climate impact section below.

## Section 1: Equality impact and needs analysis details

|   |                |   |                 |             |  |
|---|----------------|---|-----------------|-------------|--|
| <b>Proposed policy/decision/business plan to which this equality analysis relates</b> |                | The closure of Charlotte Sharman Primary School on the 31 <sup>st</sup> August 2025 |                 |             |  |
| <b>Equality analysis author</b>   |                | Ric Euteneuer   |                 |             |  |
| <b>Strategic Director:</b>  |                | David Quirke-Thornton   |                 |             |  |
| <b>Department</b>   |                | Children & Adult Services   | <b>Division</b> | Education   |  |
| <b>Period analysis undertaken</b>   |                | February 2025   |                 |             |  |
| <b>Date of review (if applicable)</b>   |                | Not applicable  |                 |             |  |
| <b>Sign-off</b>   | Alasdair Smith | <b>Position</b>   | DCS             | <b>Date</b> |  |

## Section 2: Brief description of policy/decision/business plan

### 2.1 Brief description of policy/decision/business plan

Charlotte Sharman Primary School was, until 2019, a 2FE primary school (PAN of 60), when, due to falling rolls, the PAN at Charlotte Sharman was reduced by 60 to 30, on application to the Office of the Schools' Adjudicator (OSA). Despite this, rolls have remained low at the school. Reception numbers fell to 12 in 2024-24 and are estimated to remain at a similar level (or lower) in 2025-26 and for the foreseeable future. As school funding is based on the number of children on roll, resources available for the school are reducing. The quality of education may be compromised where the cost of staff, equipment and enrichment activities becomes unaffordable. It is therefore proposed to close the school.

## Section 3: Overview of service users and key stakeholders consulted

### 3. Service users and stakeholders

|   |  |
|---|--|
| <b>Key users of the department or service</b>                                   | <ul style="list-style-type: none"> <li>• Children (3-11 years old) attending a primary, infants, juniors or attached nursery setting in Southwark</li> <li>• Parents, carers and families of those children.</li> <li>• School staff (teaching or non-teaching)</li> <li>• Governors of those schools</li> <li>• Local Authority departments (Children's Services, Education)</li> </ul> |
| <b>Key stakeholders were/are involved in this policy/decision/business plan</b> | <ul style="list-style-type: none"> <li>• Head teachers of all primary schools in Southwark</li> <li>• Governors of all primary schools in Southwark</li> <li>• Ward Members of the Council</li> <li>• Leadership teams in Education and Children's and Adults' services</li> <li>• Finance, Sustainable development, Schools' HR, Legal, Communications colleagues</li> </ul>            |

## Section 4: Pre-implementation equality impact and needs analysis

This section considers the potential impacts (positive and negative) on groups with 'protected characteristics', the equality information on which this analysis is based, any mitigating actions to be taken and importantly any improvement actions to promote equality and tackle inequalities. It is important to also understand impacts as including needs of different groups. **Due regard is about considering the needs of different protected characteristics in relation to each part of the duty as relevant and proportionate to the area at hand.**

An equality analysis also presents as an opportunity to improve services to meet diverse needs, promote equality, tackle inequalities and promote good community relations. It is not just about addressing negative impacts. It is important to consider any actions which can be considered to advance equality of opportunity through positive actions, for example.

The columns include societal issues (discrimination, exclusion, needs etc.) and socio-economic issues (levels of poverty, employment, income). As the two aspects are heavily interrelated it may not be practical to fill out both columns on all protected characteristics.

The aim is, however, to ensure that socio-economic issues are given special consideration, as it is the council's intention to reduce socio-economic inequalities in the borough. Key is also the link between protected characteristics and socio-economic disadvantage, including experiences of multiple disadvantage.

**Socio-economic disadvantage may arise from a range of factors, including:**

- *poverty*
- *health*
- *education*
- *limited social mobility*
- *housing*
- *a lack of expectations*
- *discrimination*
- *multiple disadvantage*

The public sector equality duty (**PSED**) requires us to find out about and give due consideration to the needs of different protected characteristics in relation to the three parts of the duty:

1. Eliminating discrimination, harassment and victimisation
2. Advancing equality of opportunity, including finding out about and meeting diverse needs of our local communities, addressing disadvantage and barriers to equal access; enabling all voices to be heard in our engagement and consultation undertaken; increasing the participation of underrepresented groups
3. Fostering good community relations; promoting good relations; to be a borough where all feel welcome, included, valued, safe and respected.

The PSED is now also further reinforced in the two additional Fairer Future For All values: that we will

- *Always work to make Southwark more equal and just*
- *Stand against all forms of discrimination and racism*



|   |   |              |             |            |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
|---|---|--------------|-------------|------------|----------|----------|----------|--------------|--------------|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|---------|----|----|----|----|----|----|----|-----|--|------------|-------------|-------------|------------|----------|-----|-------|-----|------|------|-----|-----|-----|------|------|-------|-----|-----|------|------|-------|-----|-----|-----|-----|-------------|--------------|--------------|-------------|------------|
| <b>Age</b> - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).  |   |              |             |            |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>  | <b>Potential Socio-Economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>  |              |             |            |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <p>The closure of Charlotte Sharman Primary School could ostensibly reduce choice for parents wanting a secular education in the locality for their child. It could potentially affect all age groups from 4-11 (children) and parents/ carers (generally 18-50) differentially. This, however, does not take into account the</p> <p><i>i) reduction in pupils numbers and applications for the school</i><br/><i>ii) reduction in the births in the locality</i><br/><i>iii) the outmigration of children from the locality and Southwark as a whole</i></p> <p>Due to i), ii) and iii), there has been a considerable fall in demand for places at the school, and numbers have fallen to an extent that Charlotte Sharman could potentially be no longer viable to staff and run. Therefore, the loss of “choice” will largely be theoretical. Around 45% of the pupils at the schools live in the Chaucer and St George’s wards – there are 4 other primaries in the ward, 3 of them community schools</p>   | <p>As outlined in the adjacent “<i>potential impacts (positive and negative) of proposed policy</i>” column, the potential socio-economic impacts of closing the school as regards to age will be minimal. Closing the school will not effectively change the intake and relative demographics of the children attending other schools in the locality.</p> <p>As most of the pupils attending the school live locally, and this is the case with other local schools, the closure of Charlotte Sharman will not in itself change the local demographics or socio-economic profile.</p> |              |             |            |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <b>Equality information on which above analysis is based</b>  | <b>Socio-Economic data on which above analysis is based</b>   |              |             |            |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <p>i) The reduction of pupil numbers at the schools concerned is self-evident – there has been a <b>51%</b> loss of pupils (<b>159</b> pupils) since 2016 at Charlotte Sharman (<i>Source, School Censuses 2016-24</i>), noting there was a PAN Reduction in 2019/20</p> <table><tr><td><b>CSPS</b></td><td><b>R</b></td><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td><td><b>4</b></td><td><b>5</b></td><td><b>6</b></td><td><b>Total</b></td></tr><tr><td>2015/16</td><td>41</td><td>30</td><td>42</td><td>54</td><td>56</td><td>43</td><td>47</td><td>313</td></tr><tr><td>2016/17</td><td>31</td><td>44</td><td>36</td><td>45</td><td>60</td><td>49</td><td>43</td><td>308</td></tr><tr><td>2017/18</td><td>26</td><td>32</td><td>40</td><td>35</td><td>47</td><td>60</td><td>52</td><td>292</td></tr><tr><td>2018/19</td><td>35</td><td>28</td><td>29</td><td>34</td><td>31</td><td>48</td><td>58</td><td>263</td></tr><tr><td>2019/20</td><td>26</td><td>36</td><td>21</td><td>25</td><td>30</td><td>29</td><td>46</td><td>213</td></tr><tr><td>2020/21</td><td>23</td><td>26</td><td>36</td><td>21</td><td>22</td><td>29</td><td>27</td><td>184</td></tr><tr><td>2021/22</td><td>22</td><td>26</td><td>26</td><td>35</td><td>23</td><td>23</td><td>31</td><td>186</td></tr><tr><td>2022/23</td><td>14</td><td>24</td><td>23</td><td>27</td><td>29</td><td>24</td><td>26</td><td>167</td></tr><tr><td>2023/24</td><td>22</td><td>14</td><td>26</td><td>25</td><td>26</td><td>29</td><td>23</td><td>165</td></tr><tr><td>2024/25</td><td>12</td><td>21</td><td>16</td><td>25</td><td>24</td><td>27</td><td>29</td><td>154</td></tr></table> | <b>CSPS</b>   | <b>R</b>     | <b>1</b>    | <b>2</b>   | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b>     | <b>Total</b> | 2015/16 | 41 | 30 | 42 | 54 | 56 | 43 | 47 | 313 | 2016/17 | 31 | 44 | 36 | 45 | 60 | 49 | 43 | 308 | 2017/18 | 26 | 32 | 40 | 35 | 47 | 60 | 52 | 292 | 2018/19 | 35 | 28 | 29 | 34 | 31 | 48 | 58 | 263 | 2019/20 | 26 | 36 | 21 | 25 | 30 | 29 | 46 | 213 | 2020/21 | 23 | 26 | 36 | 21 | 22 | 29 | 27 | 184 | 2021/22 | 22 | 26 | 26 | 35 | 23 | 23 | 31 | 186 | 2022/23 | 14 | 24 | 23 | 27 | 29 | 24 | 26 | 167 | 2023/24 | 22 | 14 | 26 | 25 | 26 | 29 | 23 | 165 | 2024/25 | 12 | 21 | 16 | 25 | 24 | 27 | 29 | 154 | <p>The St George’s Ward Census 2021 data shows that the same percentage of the population aged 0-19 lives in the ward (21%) than live in the borough (21%). The under 4 component of the ward population has fallen by 281 (26%) since 2011, and the 5-9 cohort by 191 children (21%). Overall, under 19s have fallen by 9% since the last census.</p> <table><tr><td><b>Age</b></td><td><b>2011</b></td><td><b>2021</b></td><td><b>+/-</b></td><td><b>%</b></td></tr><tr><td>0-4</td><td>1,082</td><td>801</td><td>-281</td><td>-26%</td></tr><tr><td>5-9</td><td>909</td><td>718</td><td>-191</td><td>-21%</td></tr><tr><td>10-14</td><td>738</td><td>855</td><td>+117</td><td>+16%</td></tr><tr><td>15-19</td><td>735</td><td>792</td><td>+57</td><td>+8%</td></tr><tr><td><b>0-19</b></td><td><b>3,464</b></td><td><b>3,166</b></td><td><b>-298</b></td><td><b>-9%</b></td></tr></table> <p>(Source ONS Census 2021)</p> | <b>Age</b> | <b>2011</b> | <b>2021</b> | <b>+/-</b> | <b>%</b> | 0-4 | 1,082 | 801 | -281 | -26% | 5-9 | 909 | 718 | -191 | -21% | 10-14 | 738 | 855 | +117 | +16% | 15-19 | 735 | 792 | +57 | +8% | <b>0-19</b> | <b>3,464</b> | <b>3,166</b> | <b>-298</b> | <b>-9%</b> |
| <b>CSPS</b>   | <b>R</b>  | <b>1</b>     | <b>2</b>    | <b>3</b>   | <b>4</b> | <b>5</b> | <b>6</b> | <b>Total</b> |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2015/16   | 41  | 30           | 42          | 54         | 56       | 43       | 47       | 313          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2016/17   | 31  | 44           | 36          | 45         | 60       | 49       | 43       | 308          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2017/18   | 26  | 32           | 40          | 35         | 47       | 60       | 52       | 292          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2018/19   | 35  | 28           | 29          | 34         | 31       | 48       | 58       | 263          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2019/20   | 26  | 36           | 21          | 25         | 30       | 29       | 46       | 213          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2020/21   | 23  | 26           | 36          | 21         | 22       | 29       | 27       | 184          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2021/22   | 22  | 26           | 26          | 35         | 23       | 23       | 31       | 186          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2022/23   | 14  | 24           | 23          | 27         | 29       | 24       | 26       | 167          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2023/24   | 22  | 14           | 26          | 25         | 26       | 29       | 23       | 165          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2024/25   | 12  | 21           | 16          | 25         | 24       | 27       | 29       | 154          |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <b>Age</b>  | <b>2011</b>   | <b>2021</b>  | <b>+/-</b>  | <b>%</b>   |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 0-4   | 1,082   | 801          | -281        | -26%       |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 5-9   | 909   | 718          | -191        | -21%       |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 10-14   | 738   | 855          | +117        | +16%       |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 15-19   | 735   | 792          | +57         | +8%        |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <b>0-19</b>   | <b>3,464</b>  | <b>3,166</b> | <b>-298</b> | <b>-9%</b> |          |          |          |              |              |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |         |    |    |    |    |    |    |    |     |  |            |             |             |            |          |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |

In terms of applications for the school, the numbers for both show a fall both in terms of first choices and choices overall

| CSPS            | 2021 | 2022 | 2023 | 2024 | 2025 |
|-----------------|------|------|------|------|------|
| 1 <sup>st</sup> | 17   | 15   | 7    | 16   | 10   |
| All             | 49   | 36   | 30   | 40   | 52   |

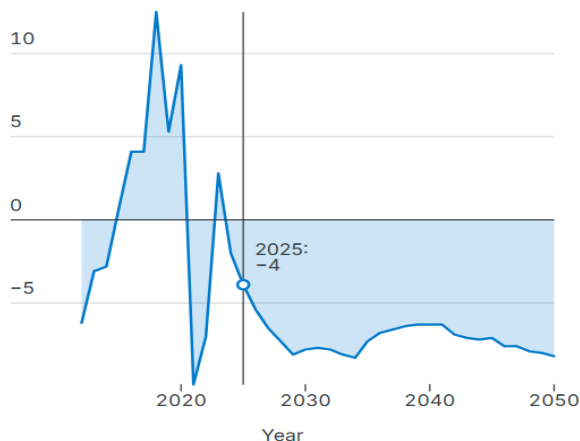
(Source, Applications records - LBS 2021-2024)

ii) the school is situated in the “St George’s” ward of the Council and takes 45% of its pupils come from this ward, and Chaucer ward. A further 22% comes from other PA1 wards, and 12% from Planning Area 2 (Bermondsey & Rotherhithe), and 14% come from Lambeth. These localities have seen a reduction in births over the last 5 years, and this is projected to continue in the near future (Source, ONS Census and Birth data 2021-22)

iii) In terms of outmigration, there has been net outmigration of pupils aged from 4-11 in recent years, and this continues to be the case – the net migration figures by age below (GLA migration estimates, 2025) up to 2050

#### Net Flow by Year (2025)

5 Year (2022-based) Projection, Southwark - St George's, All Persons aged 4 to 11



Overall, the under 19 component of the population has fallen and the 0-4 cohort are the future primary pupils in the ward, therefore it is also likely that pupil numbers in this ward will continue to fall (Source, ONS Census 2021).

#### Mitigating and/or improvement actions to be taken

Support with meeting the cost of uniforms will be provided to children moving from Charlotte Sharman to other schools. As there have been no other differential negative impacts relating to age identified, no other mitigating or improvement actions are proposed.

|  |       |       |  |         |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |
|--|-------|-------|--|---------|-----|-----|---------|------|------|------|------|------|--------------|-------|-------|-------|-------|--|--|
| <b>Disability</b> - A person has a disability if s/he has a physical or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Please note that under the PSED due regard includes: Giving due consideration in all relevant areas to “the steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.” This also includes the need to understand and focus on different needs/impacts arising from different disabilities.  |       |       |  |         |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>   |       |       | <b>Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b>  |         |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |
| The closure of Charlotte Sharman Primary School will have a minor effect on disabilities, as the facilities, adaptations and services offered at the school for pupils and staff will be available at schools to which they may move. There could be disruption in routines for children with higher needs as a result of moving schools. There are 6 children with EHCPs attending Charlotte Sharman. All children with EHCPs would be offered an alternative suitable placement to meet their needs, with detailed transition plans put in place to support their move.  |       |       | There will be little or no potential socio-economic impacts arising from socio-economic disadvantage as regards disability, as schools in the locality are as accessible as Charlotte Sharman and there are numerous school within close travelling distance of the school |         |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |
| <b>Equality information on which above analysis is based</b>   |       |       | <b>Socio-economic data on which analysis is based</b>  |         |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |
| No central record of disability is maintained by the LA, but a proxy measure is the number of children with Education and Healthcare Plans (EHCPs), or children who have been identified as SEND Support. Charlotte Sharman Primary has a slightly lower level of EHCPs than for England, London and Southwark, The SEND Support percentage is above local, regional and national averages   |       |       | As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with disabilities, no data has been identified.   |         |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |
| <table><tr><td>Type</td><td>CSPS</td><td>LBS</td><td>LDN</td><td>England</td></tr><tr><td>EHCP</td><td>3.4%</td><td>4.0%</td><td>4.1%</td><td>4.0%</td></tr><tr><td>SEND Support</td><td>17.3%</td><td>16.6%</td><td>11.7%</td><td>12.6%</td></tr></table> <p>(Source, School Census January 2024 - EHCPs and SEN Support, DfE Statistics 2024)</p> <p>In terms of staffing, no register of staff disability is maintained – disability does not form part of the selection process for staff recruitment or redundancy, so is unlikely to affect disabled staff disproportionately. In England, in the 2021 Census, a smaller proportion but larger number of people were disabled (17.7%, 9.8 million), compared with 2011 (19.3%, 9.4 million).</p> |       |       | Type   | CSPS    | LBS | LDN | England | EHCP | 3.4% | 4.0% | 4.1% | 4.0% | SEND Support | 17.3% | 16.6% | 11.7% | 12.6% |  |  |
| Type   | CSPS  | LBS   | LDN  | England |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |
| EHCP   | 3.4%  | 4.0%  | 4.1%   | 4.0%    |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |
| SEND Support   | 17.3% | 16.6% | 11.7%  | 12.6%   |     |     |         |      |      |      |      |      |              |       |       |       |       |  |  |

| In Southwark, the prevalence of disabled people in 2021 was higher (18.6%) than for England (17.7%) and London (15.8%).   |   |
|---|---|
| <b>Mitigating and/or improvement actions to be taken</b>  |   |
| If the decision is taken to merge the school the local authority will work with children displaced by the closure to find an appropriate placement at the numerous schools with vacancies local to where they live, including those with EHCPs or classified as SEND plus. Individual support will be provided to children with disabilities including reviewing EHCPs and discussing transition arrangements between schools. No other differential negative impacts relating to disability have been identified, so no further mitigating or improvement actions are proposed in this category. Schools in the locality will be able to meet the needs of SEND pupils |   |
| <b>Gender reassignment:</b> The process of transitioning from one gender to another.<br><b>Gender Identity:</b> Gender identity is the personal sense of one's own gender. Gender identity can correlate with a person's recorded sex or can differ from it.  |   |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>  | <b>Potential socio-economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b>   |
| Gender reassignment is unlikely to involve children of primary age but the appropriate support would be provided to any child to whom this applies. As regards staffing, gender reassignment would form no part of the recruitment or indeed the redeployment process, so would not negatively impact on staffing.  | There will be minimal socio-economic impacts/ needs/ issues arising from socio-economic disadvantage resulting from gender reassignment.  |
| <b>Equality information on which above analysis is based.</b>   | <b>Socio-economic data on which above analysis is based</b>   |
| Data is not collected for children, parents or carers on gender reassignment, though numbers are likely to be small. In the 2021 Census, 0.6% of the UK population identified themselves as not having the same gender they were born with. In London, this rose to 1.4%, and Southwark, 1.2%. (Source, ONS Census 2021)  | As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with gender reassignment, no appropriate or useful data has been identified. |
| <b>Mitigating and/or improvement actions to be taken</b>  |   |
| As there have been no negative impacts relating to gender reassignment identified, no mitigating or improvement actions are proposed.   |   |

| <b>Marriage and civil partnership</b> – In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couples. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples and must be treated the same as married couples on a wide range of legal matters. <b><i>(Only to be considered in respect to the need to eliminate discrimination.)</i></b>  |      |  |      |      |   |             |      |         |      |           |      |        |      |  |  |
|--|------|--|------|------|---|-------------|------|---------|------|-----------|------|--------|------|--|--|
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>   |      | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>   |      |      |   |             |      |         |      |           |      |        |      |  |  |
| <p>Marriage or civil partnership would not directly involve children of primary age, although they may be the children of married or unmarried parents or civil partners. The marital status of the parents or carers of school pupils forms no part of the admissions process for schools.</p> <p>As regards staffing, no records of the marital status of Charlotte Sharman staff are kept at the school at present, but, in any event the marital or civil partnership status of a staff member or potential applicant would form no part of the recruitment or indeed any redeployment process.</p>  |      | <p>As mentioned in the adjacent “potential impacts of the proposed policy”, the marital status of the parents or carers of school pupils forms no part of the admissions process. Children are admitted based on sibling presence, medical needs or distance criteria alone. Therefore, there are no realistic socio-economic impacts, needs or issues arising from socio-economic disadvantage relating to marital status</p> |      |      |   |             |      |         |      |           |      |        |      |  |  |
| <b>Equality information on which above analysis is based</b>   |      | <b>Socio-economic data on which above analysis is based</b>  |      |      |   |             |      |         |      |           |      |        |      |  |  |
| <p>No records are maintained on the marital or civil partnership status of parents &amp; carers, or staff members of Charlotte Sharman Primary School.</p> <p>Figures at a ward, borough, regional and national level for the percentage of the local population by marital and civil partnership status are given below. Camberwell Green ward is slightly higher than the Southwark average, but some way adrift on London and England averages (<i>Source, ONS Census 2021</i>)</p> <table border="1"> <thead> <tr> <th>Area</th><th>%</th><th>Area</th><th>%</th></tr> </thead> <tbody> <tr> <td>St George's</td><td>28.8</td><td>England</td><td>44.5</td></tr> <tr> <td>Southwark</td><td>26.4</td><td>London</td><td>39.7</td></tr> </tbody> </table> |      | Area   | %    | Area | % | St George's | 28.8 | England | 44.5 | Southwark | 26.4 | London | 39.7 | <p>As there is no perceptible potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage for people with marital status, no appropriate or useful data has been identified.</p> |  |
| Area   | %    | Area   | %    |      |   |             |      |         |      |           |      |        |      |  |  |
| St George's  | 28.8 | England  | 44.5 |      |   |             |      |         |      |           |      |        |      |  |  |
| Southwark  | 26.4 | London   | 39.7 |      |   |             |      |         |      |           |      |        |      |  |  |
| <b>Mitigating actions to be taken</b>  |      |  |      |      |   |             |      |         |      |           |      |        |      |  |  |
| <p>As there have been no differential negative impacts relating to marriage or civil partnership status, no mitigating or improvement actions are proposed.</p>  |      |  |      |      |   |             |      |         |      |           |      |        |      |  |  |

| <b>Pregnancy and maternity</b> - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding   |  |  |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
|--|--|--|-----|-----------|----|------|--------------|----|------|--------|----|------|---------|----|------|---|--|
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>   | <b>Potential impacts/ disadvantages from</b>   | <b>socio-economic needs/issues arising from socio-economic (positive and negative)</b> |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| <p>Pregnancy and maternity are unlikely to directly involve children of primary age.</p> <p>As regards staff, Charlotte Sharman staff's contracts mean that they are paid for some of their pregnancy and maternity leave; the pregnancy status of a staff member or potential applicant would form no part of the recruitment or indeed the redeployment process, so would not negatively impact on staffing.</p>   | <p>As mentioned in the adjacent "<i>potential impacts of the proposed policy</i>", pregnancy /maternity status of the parents or carers of pupils forms no part of the admissions process, and children are admitted based on non-maternity-based criteria alone. This status would not form part of a recruitment process. There are no socio-economic impacts, needs or issues arising from disadvantage relating to pregnancy or maternity status</p> |  |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| <b>Equality information on which above analysis is based</b>   | <b>Socio-economic data on which above analysis is based</b>  |  |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| <p>Fertility is measured at a range of rates and geographies by the ONS. These include the "GFR" and "TFR". The "<i>General Fertility Rate (GFR)</i>" is the number of live births per 1,000 women aged 15-44. The Total Fertility Rate (TFR) is the number of births per woman aged 15-44</p> <table border="1"> <thead> <tr> <th>Area</th><th>GFR</th><th>TFR</th></tr> </thead> <tbody> <tr> <td>Southwark</td><td>44</td><td>1.11</td></tr> <tr> <td>Inner London</td><td>48</td><td>1.16</td></tr> <tr> <td>London</td><td>56</td><td>1.41</td></tr> <tr> <td>England</td><td>56</td><td>1.49</td></tr> </tbody> </table> <p>(Source, GLA/ONS 2022 (latest figures))</p> <p>Southwark has low fertility rate compared the rest of London and England. This is another explanation, together with outmigration – why pupil numbers in Southwark are falling.</p> | Area   | GFR  | TFR | Southwark | 44 | 1.11 | Inner London | 48 | 1.16 | London | 56 | 1.41 | England | 56 | 1.49 | <p>As there is no perceptible potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage for people with pregnancy or maternity status, no appropriate or useful data has been identified.</p> |  |
| Area   | GFR  | TFR  |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| Southwark  | 44   | 1.11   |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| Inner London   | 48   | 1.16   |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| London   | 56   | 1.41   |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| England  | 56   | 1.49   |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| <b>Mitigating and/or improvement actions to be taken</b>   |  |  |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |
| <p>As there have been no negative impacts relating to pregnancy or maternity status identified, no mitigating or improvement actions are proposed.</p>   |  |  |     |           |    |      |              |    |      |        |    |      |         |    |      |   |  |



|  |  |
|--|--|
| <b>Race</b> - Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. N.B. Gypsy, Roma and Traveller are recognised racial groups and their needs should be considered alongside all others  |  |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>   | <b>Potential impacts/ needs/issues arising from disadvantage (positive and negative)</b>   |
| <p>A potential impact of the proposed closure could be that the pupils from an ethnic minority background could be disproportionately affected. They could potentially be placed in less diverse schools than the school proposed for closure. Presently, Charlotte Sharman is <b>71.0%</b> Global Ethnic Majority (i.e. non-White UK &amp; Unknown) – For the local ward (Chaucer), the GEM population is <b>68.2%</b>. For the planning area the school is in (planning area 4 – PA1), the total percentage of GEM pupils is <b>82.4%</b>. For the schools within 0.75 miles of Charlotte Sharman, the percentage GEM is <b>82.6%</b>. As a whole, Southwark primary pupils are <b>74.7%</b> GEM. As regards of Southwark's population as a whole is <b>62.5%</b>.</p> <p>The likelihood is that children will be re-accommodated in local schools in PA1 or Lambeth, and that these broadly share the same or greater level of diversity that the school presently has. There is no evidence therefore to show that moving schools would be likely to change the ethnic make-up of local alternative schools, as schools in the same planning area are as diverse as Charlotte Sharman.</p> <p>In terms of staffing, the school's workforce will – over time – find work in other local schools. As race will not form part of the selection process of staff, then no discernible differential effects as regards race will be noted or action required.</p> | <p>A potential impact of the closure could be that the schools surrounding Charlotte Sharman Primary School could become more diverse socio-economically than at present.</p> <p>What is evident is that people in Southwark are having less children, and those that are tend to be from the families that have remained, and are the same socio-economic class as the present parents and carers – just fewer of them.</p> |
| <b>Equality information on which above analysis is based</b>   | <b>Socio-economic data on which above analysis is based</b>  |
| <p>A table giving the relative percentages of the local population at schools and in the locality is given below.</p>  | <p>The School Census 2025 figures opposite show that the school population is at a similar level of diversity as the (school) population at large.</p>   |

| Group                             | Charlotte<br>Sharman | Schools<br>within 0.75 | PA1 school<br>pupils | Southwark<br>primary |
|-----------------------------------|----------------------|------------------------|----------------------|----------------------|
| Bangladeshi                       | 12.8%                | 4.7%                   | 5.0%                 | 2.4%                 |
| Indian                            | 0.0%                 | 0.8%                   | 0.5%                 | 0.9%                 |
| Pakistani                         | 0.0%                 | 0.8%                   | 0.7%                 | 0.8%                 |
| Other Asian Background            | 5.0%                 | 2.6%                   | 2.0%                 | 1.9%                 |
| Black African                     | 12.8%                | 26.1%                  | 29.9%                | 24.8%                |
| Black Caribbean                   | 3.9%                 | 6.3%                   | 6.0%                 | 6.1%                 |
| Any Other Black Background        | 6.7%                 | 6.6%                   | 5.8%                 | 4.1%                 |
| Chinese                           | 1.7%                 | 0.7%                   | 0.9%                 | 1.0%                 |
| Mixed - White & Black African     | 0.6%                 | 2.4%                   | 2.1%                 | 2.2%                 |
| Mixed - White & Caribbean         | 2.2%                 | 2.7%                   | 2.6%                 | 2.0%                 |
| Mixed - White & Asian             | 0.6%                 | 1.9%                   | 1.4%                 | 7.0%                 |
| Any Other Mixed Background        | 8.9%                 | 6.9%                   | 6.2%                 | 6.5%                 |
| White British                     | 17.3%                | 13.1%                  | 11.3%                | 20.5%                |
| White Irish                       | 0.0%                 | 0.3%                   | 0.2%                 | 0.5%                 |
| Gypsy / Roma                      | 0.0%                 | 0.2%                   | 0.1%                 | 0.1%                 |
| Traveller of Irish Heritage       | 0.0%                 | 0.0%                   | 0.0%                 | 0.1%                 |
| Any Other White Background        | 8.4%                 | 8.2%                   | 7.6%                 | 9.3%                 |
| Any Other Ethnic Group            | 11.7%                | 11.4%                  | 11.3%                | 8.1%                 |
| Unknown / Missing                 | 7.3%                 | 4.3%                   | 6.3%                 | 4.8%                 |
| <b>GEM (Non-White UK+Unknown)</b> | <b>71.0%</b>         | <b>82.6%</b>           | <b>82.4%</b>         | <b>74.7%</b>         |

(Source, Pupil Census, 2024)

**Mitigating and/or improvement actions to be taken**

As there have been no negative impacts relating to race identified, no mitigating or improvement actions are proposed.

|   |   |
|---|---|
| <p><b>Religion and belief</b> - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.</p>  |   |
| <p><b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b></p>   | <p><b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b></p>                 |
| <p>The removal of 30 places from a school with no religious foundation could potentially remove choice and the availability of secular primary places in Southwark and beyond. Additionally, guidance when deciding this type of decision requires us to consider the balance of religious places in the borough</p> <p>However the effect on the provision of secular places is likely to be minimal given the availability of spare places in many similar schools nearby. As regards staffing, selection of staff for alternative employment is unlikely to be affected by the religion of the staff member, as, barring the Head and Deputy at some religious schools, religious observance in other Southwark or Lambeth schools is not a requirement.</p> | <p>There is no evidence of impacts arising from socio-economic disadvantage relating to religion and belief in relation to this decision.</p> |
| <p><b>Equality information on which above analysis is based</b></p>   | <p><b>Socio-economic data on which above analysis is based</b></p>  |
| <p>The percentages of religious/non-religious places (Non-VA) in Southwark are given in the table below, both before (2022 and 2023) and after the proposals in 2025. As a percentage of places this is as shown below. Figures <i>in italics</i> are estimates Secular places (Non-VA remain at around 78-79% throughout)</p>  | <p>Non-religious parents may wish for a secular education, but this is unlikely to be based on socio-economic background.</p>                 |



| <table><tr><th>Type</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>VA</td><td>22%</td><td>21%</td><td>21%</td><td>21%</td></tr><tr><td>Non-VA</td><td>78%</td><td>79%</td><td>79%</td><td>79%</td></tr></table> <p>The percentage uptake of places are shown below.</p> <table><tr><th>Type</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>VA</td><td>22%</td><td>22%</td><td>21%</td><td>21%</td></tr><tr><td>Non-VA</td><td>78%</td><td>78%</td><td>77%</td><td>77%</td></tr></table> <p>This shows the demand for secular places has increased, but only by +1% of pupils overall. As noted above, there is no requirement for staff to be of a particular religion or none and therefore no record of staff's religious belief is maintained. It is therefore unlikely that a school closure will have any discernible effect on secular/non-religious education in Southwark as regards staffing and as regards pupil choice. Similarly, any restructuring as regards staff is also unlikely to have repercussions on any particular religious group or another.</p> | Type  | 2022      | 2023 | 2024 | 2025 | VA | 22% | 21% | 21% | 21% | Non-VA | 78% | 79% | 79% | 79% | Type | 2022 | 2023 | 2024 | 2025 | VA | 22% | 22% | 21% | 21% | Non-VA | 78% | 78% | 77% | 77% | <p>The table below of the level of religious observance extracted from the 2021 Census.</p> <p>No breakdown of Christian faith is recorded for St George's (SG) ward. No religious register is kept of staff or pupils.</p> <table><tr><th>Religion</th><th>SG</th><th>Southwark</th></tr><tr><td>Christian</td><td>37%</td><td>46%</td></tr><tr><td>Buddhist</td><td>1%</td><td>1%</td></tr><tr><td>Hindu</td><td>2%</td><td>10%</td></tr><tr><td>Jewish</td><td>1%</td><td>0%</td></tr><tr><td>Muslim</td><td>13%</td><td>7%</td></tr><tr><td>Sikh</td><td>0.3%</td><td>0%</td></tr><tr><td>Other/<br/>No religion/<br/>not stated</td><td>38%</td><td>37%</td></tr></table> <p>(Source, ONS Census 2021)</p> <p>This shows that there is a slightly lower level of Christian religious belief, and higher in Muslim belief in St George's ward, but no solid conclusions can be drawn from this.</p> | Religion | SG | Southwark | Christian | 37% | 46% | Buddhist | 1% | 1% | Hindu | 2% | 10% | Jewish | 1% | 0% | Muslim | 13% | 7% | Sikh | 0.3% | 0% | Other/<br>No religion/<br>not stated | 38% | 37% |
|---|---|-----------|------|------|------|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|------|------|------|------|------|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|---|----------|----|-----------|-----------|-----|-----|----------|----|----|-------|----|-----|--------|----|----|--------|-----|----|------|------|----|--------------------------------------|-----|-----|
| Type  | 2022  | 2023      | 2024 | 2025 |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| VA  | 22%   | 21%       | 21%  | 21%  |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Non-VA  | 78%   | 79%       | 79%  | 79%  |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Type  | 2022  | 2023      | 2024 | 2025 |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| VA  | 22%   | 22%       | 21%  | 21%  |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Non-VA  | 78%   | 78%       | 77%  | 77%  |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Religion  | SG  | Southwark |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Christian   | 37%   | 46%       |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Buddhist  | 1%  | 1%        |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Hindu   | 2%  | 10%       |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Jewish  | 1%  | 0%        |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Muslim  | 13%   | 7%        |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Sikh  | 0.3%  | 0%        |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| Other/<br>No religion/<br>not stated  | 38%   | 37%       |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| <b>Mitigating and/or improvement actions to be taken</b>  |   |           |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| As there have been no negative impacts relating to religion or belief identified, no mitigating or improvement actions are proposed.  |   |           |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| <b>Sex - A man or a woman.</b>  |   |           |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>  | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>  |           |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| If there was a significant imbalance in the provision or uptake of places at the school then the closure of the school may affect this. Prevalence of male to female pupils in both the school and in the locality are approaching 50:50, so the school closing will not have an effect on the mix of pupils in terms of gender. As regards staffing, a large proportion of the staff are female, as is common for primary schools of any type across the UK. Sex will not form part of the selection process of staff seeking alternative employment so no discernible differential effects as regards sex are expected.   | There are no potential socio-economic impacts or issues arising from disadvantage as regards the closure of the school with respect to the gender of pupils or staff. |           |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| <b>Equality information on which above analysis is based</b>  | <b>Socio-economic data on which above analysis is based</b>   |           |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |
| The percentage of girls to boys varies from year to year. At YR, Y3, Y4 and Y6 there are more girls than boys, in Y1, Y2, Y5 more boys than girls. Overall, numbers are 52% girls to 48% boys.  | The number of female staff on the workforce are generally high.   |           |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |   |          |    |           |           |     |     |          |    |    |       |    |     |        |    |    |        |     |    |      |      |    |                                      |     |     |

|  |                                 |                       |                 |                  |                |              |                                      |  |                         |  |
|--|---------------------------------|-----------------------|-----------------|------------------|----------------|--------------|--------------------------------------|--|-------------------------|--|
| <b>R</b>   | <b>1</b>                        | <b>2</b>              | <b>3</b>        | <b>4</b>         | <b>5</b>       | <b>6</b>     | <b>Total</b>                         |  |                         | It is not felt that the closure therefore will disproportionately affect women more than men, other than there are more female staff |
| Girls 8  | 7                               | 3                     | 19              | 16               | 10             | 17           | 80                                   |  |                         |  |
| Boys 4   | 14                              | 13                    | 6               | 8                | 17             | 12           | 74                                   |  |                         |  |
| Total 12   | 21                              | 16                    | 25              | 24               | 27             | 93           | 154                                  |  |                         |  |
|  |                                 |                       |                 |                  |                |              |                                      |  |                         |  |
| <b>Mitigating and/or improvement actions to be taken</b>   |                                 |                       |                 |                  |                |              |                                      |  |                         |  |
| HR support will be provided to the predominately female staff through the closure process. No other mitigating actions in respect of sex are proposed.   |                                 |                       |                 |                  |                |              |                                      |  |                         |  |
| <b>Sexual orientation</b> - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes   |                                 |                       |                 |                  |                |              |                                      |  |                         |  |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>   |                                 |                       |                 |                  |                |              |                                      | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>   |                         |  |
| At age 4-11, children may not have expressly identified with one sexuality or another, but they may have parents or carers who are LGBTQ+. In either case, school admissions do not take into account the sexuality of the child or parent/carer. Closing the school will therefore have no differential effect on parents whatever their sexuality. Similarly, with regard to staff, sexuality or sexual orientation forms no part of the selection for recruitment or redundancy, so a closure will not disproportionately affect staff members as regards their sexual orientation. |                                 |                       |                 |                  |                |              |                                      | There are no potential socio-economic impacts or issues arising from disadvantage as regards the closure of the school with respect to the sexual orientation of pupils, parents/carers or staff.  |                         |  |
| <b>Equality information on which above analysis is based</b>   |                                 |                       |                 |                  |                |              |                                      | <b>Socio-economic data on which above analysis is based</b>  |                         |  |
| The prevalence of different sexualities was covered in the 2021 Census for the first time. This is not (yet) available at a ward level, but the figures for Southwark show the following figures for the population over 16.   |                                 |                       |                 |                  |                |              |                                      | As mentioned above, there are no potential socio-economic impacts as regards the closure of the school or issues arising from disadvantage with respect to the sexual orientation of pupils, parents/carers or staff. The figures for prevalence are given in the column adjacent to this one. |                         |  |
| <b>Area</b>  | <b>Straight or Heterosexual</b> | <b>Gay or Lesbian</b> | <b>Bisexual</b> | <b>Pansexual</b> | <b>Asexual</b> | <b>Queer</b> | <b>All other sexual orientations</b> | <b>Not answered</b>  | <b>Non heterosexual</b> |  |
| Southwark  | 82.71                           | 4.53                  | 2.57            | 0.67             | 0.07           | 0.17         | 0.06                                 | 9.21   | <b>8.07</b>             |  |
| London   | 86.19                           | 2.23                  | 1.52            | 0.37             | 0.05           | 0.06         | 0.04                                 | 9.54   | <b>4.27</b>             |  |
| England  | 89.37                           | 1.54                  | 1.29            | 0.23             | 0.06           | 0.03         | 0.02                                 | 7.46   | <b>3.17</b>             |  |
| Southwark is lower than the national and London-average for heterosexuality and more than twice the London average for gay and lesbian residents over 16.  |                                 |                       |                 |                  |                |              |                                      |  |                         |  |
| <b>Mitigating and/or improvement actions to be taken</b>   |                                 |                       |                 |                  |                |              |                                      |  |                         |  |
| As there have been no negative impacts relating to sexual orientation identified, no mitigating or improvement actions are proposed or required  |                                 |                       |                 |                  |                |              |                                      |  |                         |  |

**Human Rights**

There are 16 rights in the Human Rights Act. Each one is called an Article. They are all taken from the European Convention on Human Rights. The Articles are The right to life, Freedom from torture, inhuman and degrading treatment, Freedom from forced labour, Right to Liberty, Fair trial, Retrospective penalties, Privacy, Freedom of conscience, Freedom of expression, Freedom of assembly, Marriage and family, Freedom from discrimination and the First Protocol

**Potential impacts (positive and negative) of proposed policy/decision/business plan**

In respect of the 16 rights listed, the proposal to close Charlotte Sharman will not affect any of those listed. This said, the "First Protocol", this states "*The first sentence of Article 2 of Protocol No. 1 guarantees an individual right to education. The second guarantees the right of parents to have their children educated in conformity with their religious and philosophical convictions*". The closure of Charlotte Sharman Primary School, removing a single form of entry would not endanger this freedom, as there are numerous school places available in schools within walking distance of Charlotte Sharman, both religious and non-religious. This proposal will also not affect the rights of staff members.

**Information on which above analysis is based**

At the last census time in January 2025, there were 4,385 spare places in Southwark primary schools, including 1,146 spare places in Planning Area 1. For non-religious education, there are numerous alternative schools very close to Charlotte Sharman with numerous spare places available

**Mitigating and/or improvement actions to be taken**

As there have been no negative impacts relating to human rights identified, no mitigating or improvement actions are proposed or required.

**Conclusions**

**Summarise main findings and conclusions of the overall equality impact and needs analysis for this area:**

**Section 5: Further equality actions and objectives****5. Further actions**

Based on the initial analysis above, please detail the key mitigating and/or improvement actions to promote equality and tackle inequalities; and any areas identified as requiring more detailed analysis.

| Number  | Description of issue | Action | Timeframe |
|---|----------------------|--------|-----------|
| As no mitigating or improvement actions to promote equality and tackle inequalities have been proposed, no further actions are required or proposed |                      |        |           |

**5.1 Equality and socio-economic objectives (for business plans)**

Based on the initial analysis above, please detail any of the equality objectives outlined above that you will set for your division/department/service. Under the objective and measure column please state whether this objective is an existing objective or a suggested addition to the Council Plan.

| Objective and measure | Lead officer   | Current performance (baseline) | Targets        |                |
|-----------------------|----------------|--------------------------------|----------------|----------------|
|                       |                |                                | Year 1         | Year 2         |
| Not applicable        | Not applicable | Not applicable                 | Not applicable | Not applicable |

**6. Review of implementation of the equality objectives and actions**

As no further actions to promote equality and tackle inequalities have been required or proposed, no further reviews of **the equality objectives and actions** are required

**7. Implementation Equality Impact and Needs Analysis**

No issues as regards equalities and needs have been identified – therefore no mitigating or improvement actions to promote equality and tackle inequalities have been proposed as a result of this analysis.



## APPENDIX 3



# **Statutory Notice**

**Closure of Charlotte Sharman Primary School, West Square, London, SE11 4SN**

Notice is given in accordance with section 15 of the Education and Inspections Act 2006 (as amended by the Education Act 2011) and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 that the London Borough of Southwark have published proposals to discontinue Charlotte Sharman Primary with effect from 31<sup>st</sup> August 2025.

Should the decision to close Charlotte Sharman Primary School be taken, all children attending Charlotte Sharman Primary School or who have applied for a reception place for September 2025 would be offered places at alternative schools within Southwark, in line with parental preferences and/or within the area for September 2025. At the last school census, the school had 154 children on roll.

The London Borough of Southwark are publishing the proposals. Southwark's Cabinet will decide whether to implement the proposals and whether to close Charlotte Sharman Primary School. The proposals are not related to any other school organisation proposals that have been or are about to be published. This notice is an extract of the complete proposals. A copy of the complete proposals can be requested via email to: [questions.education@southwark.gov.uk](mailto:questions.education@southwark.gov.uk).

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by

- a. Completing an online form at <https://engage.southwark.gov.uk/en-GB/projects/charlotte-sharman>
- b. Emailing them to [questions.education@southwark.gov.uk](mailto:questions.education@southwark.gov.uk)
- c. Submitting them in writing to: Ric Euteneuer, Education Department, Children's & Adults' Services, Southwark Council, 160 Tooley Street, LONDON, SE1 2QH

Responses must be received by 5pm on the expiry date on the 9th June 2025

Alasdair Smith  
Director of Children and Families  
9<sup>th</sup> May 2025

## **Explanatory Notes**

Southwark Council will need to take the decision on whether or not to close Charlotte Sharman Primary School within two months of the end of the representation period. If the Council fails to take the decision within this time, it will pass all relevant material to the Office of the Schools Adjudicator (OSA), which will itself take the decision.

## APPENDIX 4



## Statutory Proposal - To close Charlotte Sharman Primary School

Southwark Council publishes these proposals under section 15(1) of the Education and Inspections Act 2006 to close Charlotte Sharman Primary with effect from 31<sup>st</sup> August 2025.

| Category   | Information  |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
|--|--|------|----|----|----|----|----|-------|---|-------|-------|---|---|---|----|----|----|----|----|------|---|----|----|---|---|----|----|----|
| 1. Contact details   |  |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| a. School contact details and category   | Charlotte Sharman Primary School's address is West Square, LONDON, SE11 4SN<br><br>Charlotte Sharman Primary School's phone number is 0207 735 5598, and the school email is <a href="mailto:office@charlottesharman.co.uk">office@charlottesharman.co.uk</a>  |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| b. Local Authority contact details   | The London Borough of Southwark, 160 Tooley Street, LONDON, SE1 2QH. Phone number is 020 7525 5000   |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| 2. Implementation  |  |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| The date on which it is proposed to close the school or, where it is proposed that the closure be implemented in stages, the dates of and information about each stage.  | The closure of Charlotte Sharman Primary School is proposed on the 31 <sup>st</sup> August 2025.   |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| 3. Reason for closure  |  |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| 3. A statement explaining the reason why closure of the school is considered necessary.  | 3. The school was, until 2019, a 2FE primary school (PAN of 60), when, due to falling rolls, the PAN at Charlotte Sharman was reduced by 30 to 30 by application to the Office of the Schools' Adjudicator (OSA). Despite this, rolls have remained low at the school. Reception numbers fell to 10 in 2024-25 preliminary figures show only 6 pupils for 2025/26 at reception. As school funding is based on the number of children on roll the resources available for education are reducing. It is a core principle of the Council to protect Southwark's high quality of education - this may be compromised where the cost of teaching staff, equipment and enrichment activities become unaffordable. |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| 4. Pupil Numbers and Admissions  |  |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| 4. The numbers (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is currently made at the school   | 4. There is a pre-school/nursery at Charlotte Sharman Primary School containing 5 girls and 5 boys – 10 in total<br><br>Charlotte Sharman does not include any boarding pupils. There are 154 Year R to 6 pupils on roll (as at January 2025 Census Day). There were 6 children with an EHCP and a further 31 identified for SEND Support in January 2025.<br><br>A breakdown of children on roll by age group in the compulsory age groups is shown in the table below  |      |    |    |    |    |    |       |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| <table><tr><th>CSPS</th><th>R</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>Total</th></tr><tr><td>Girls</td><td>8</td><td>7</td><td>3</td><td>19</td><td>16</td><td>10</td><td>17</td><td>80</td></tr><tr><td>Boys</td><td>4</td><td>14</td><td>13</td><td>6</td><td>8</td><td>17</td><td>12</td><td>74</td></tr></table> |  | CSPS | R  | 1  | 2  | 3  | 4  | 5     | 6 | Total | Girls | 8 | 7 | 3 | 19 | 16 | 10 | 17 | 80 | Boys | 4 | 14 | 13 | 6 | 8 | 17 | 12 | 74 |
| CSPS   | R  | 1    | 2  | 3  | 4  | 5  | 6  | Total |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| Girls  | 8  | 7    | 3  | 19 | 16 | 10 | 17 | 80    |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |
| Boys   | 4  | 14   | 13 | 6  | 8  | 17 | 12 | 74    |   |       |       |   |   |   |    |    |    |    |    |      |   |    |    |   |   |    |    |    |



| Category  | Information  |  |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|---|--|--|---------|---------|--------|--------|--------|-------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|
| 5 to 7. Displaced pupils  |  |  |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
| 5. A statement and supporting evidence about the need for school places in the area including whether there is sufficient capacity to accommodate displaced pupils. | 5. Demand for reception places in the area has reduced dramatically in the last 5 years, and there are around 4,385 spare places (18%) across the borough and across all year groups. Charlotte Sharman is situated in the Southwark's school place planning area 1 – (PA1) – “Borough, Bankside & Walworth”, which comprises Charlotte Sharman and 17 other schools. Demand in this locality has decreased substantially, due to consistently falling birth rates, as well as a variety of socio-economic factor; this has led to fewer families living in the area. Reception and overall primary vacancies are given in the table below for the planning area   |  |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | <table><tr><th>PA1 YR</th><th>2020/21</th><th>2021/22</th><th>2022/3</th><th>2023/4</th><th>2024/5</th></tr><tr><td>Place</td><td>810</td><td>795</td><td>765</td><td>675</td><td>675</td></tr><tr><td>Roll</td><td>608</td><td>587</td><td>548</td><td>517</td><td>450</td></tr><tr><td>Vacs</td><td>202</td><td>208</td><td>217</td><td>158</td><td>225</td></tr><tr><td>%</td><td>25%</td><td>26%</td><td>28%</td><td>23%</td><td>33%</td></tr></table>   | PA1 YR   | 2020/21 | 2021/22 | 2022/3 | 2023/4 | 2024/5 | Place | 810 | 795 | 765 | 675 | 675 | Roll | 608 | 587 | 548 | 517 | 450 | Vacs | 202 | 208 | 217 | 158 | 225 | % | 25% | 26% | 28% | 23% | 33% |
|   | PA1 YR   | 2020/21  | 2021/22 | 2022/3  | 2023/4 | 2024/5 |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | Place  | 810  | 795     | 765     | 675    | 675    |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | Roll   | 608  | 587     | 548     | 517    | 450    |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | Vacs   | 202  | 208     | 217     | 158    | 225    |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | %  | 25%  | 26%     | 28%     | 23%    | 33%    |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | PA1 Year R to 6  |  |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | Place  | 6255   | 5970    | 5865    | 5115   | 4965   |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | Roll   | 4626   | 4468    | 4343    | 4039   | 3819   |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
| Vacs  | 1629   | 1502   | 1522    | 1076    | 1146   |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
| %   | 26%  | 25%  | 26%     | 21%     | 23%    |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   |  |  |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   |  |  |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   |  |  |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
| 6. Details of the schools or further education colleges at which pupils at the school to be discontinued will be offered places, including                          | 6. There are currently 871 vacant places across year groups in 10 Southwark schools which are within 0.75 miles of the school (1,012 including the 4 Lambeth schools within the same distance), many times the existing numbers on roll. Presently there are 183 reception places vacant at these Southwark schools – more than 3 times the PAN of the school – 205 including Lambeth vacancies in schools within the same distance. There will be – minus the 18 Y6 leaving for secondary school – around 119 pupils in years 1 to 5 at Charlotte Sharman who could potentially transfer to Charlotte Sharman. There are around 4,385 vacancies across years R to 6 at Southwark primary schools which indicates there is sufficient capacity to accommodate pupils, subject to parental preferences made through the in year admissions process. The School Admissions Team at Southwark Council can provide information and contact details for schools; they can be contacted at the following email address: <a href="mailto:schooladmissions@southwark.gov.uk">schooladmissions@southwark.gov.uk</a> |  |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | 6(a) any interim arrangements  | 6a) there are no interim arrangements required   |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |
|   | 6 (b)the provision that is to be made for those pupils who receive educational provision recognised by the local authority as reserved for children with special educational needs; and  | 6b) there is no SEND specialist reserved provision at this school - this section does not apply. As at January 2025, there are 6 children with EHCPs at the school – transition arrangements for these children into alternative schools are being managed by caseworkers on the Southwark Council's Special Educational Needs and Disability (SEND) team to ensure appropriate placements are made. |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |



| Category  | Information  |
|---|--|
| <p>6 (c) in the case of special schools, the alternative provision made by local authorities other than the local authority which maintain the school.</p> <p>7. Details of any other measures proposed to be taken to increase the number of school or FE places available in consequence of the proposed discontinuance</p> | <p>6c) Charlotte Sharman is not a special school, so this does not apply</p> <p>7. There is no need for additional places to be provided in order to accommodate the children displaced by the closure of Charlotte Sharman Primary School, as there are currently, over 4,385 spare places across all year groups in Southwark to accommodate displaced pupils.</p>   |
| <b>8. Impact on the community</b>   |  |
| <p>8. A statement and supporting evidence about the impact on the community of the closure of the school and any measures proposed to mitigate any adverse impact.</p>  | <p>8. The decision to propose closure of Charlotte Sharman Primary School has been taken to protect the education of children attending the school, and ensure that, should the school close they can have a managed transition to another primary school. Southwark Council acknowledge that the closure of any school will have an impact on the community, and be deeply felt by many families/local residents due to the significant, community links and emotional ties developed and held by generations at Charlotte Sharman Primary School. However, given the level of capacity at across Southwark as a whole, families will be able to access alternative school places in the community. The closure of the Charlotte Sharman site may enable some of the surrounding schools with low rolls to strengthen their intake and as a result, to become more financially viable. No mitigation will be required because of the availability of alternative school places at other schools in the local community.</p> |
| <b>9. Rural primary schools</b>   |  |
| <p>9. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15, a statement that the local authority or the governing body (as the case may be) considered section 15(4).</p>  | <p>9. The St George's Ward where the schools are situated is not in an area that has been classified as "rural", nor has it been designated as such by an order made for the purposes of section 15.</p>   |

| Category  | Information   |
|---|---|
| <b>10. Balance of denominational provision</b>  |   |
| 10. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.  | 10. The school does not have a religious character  |
| <b>11. Maintained nursery schools</b>   |   |
| 11. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out<br><br>(a) the local authority's assessment of the quality and quantity of the alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and<br><br>(b) the accessibility and convenience of replacement provision for local parents. | 11. Neither school is a "maintained nursery school", so this does not apply<br><br>(a) Not applicable<br><br>(b) Not applicable               |
| <b>12. Sixth form provision</b>   |   |
| 12. Where the school proposed to be discontinued provides sixth form education, the effect for 16 to 19 year olds in the area that the closure will have in respect of<br><br>(a) their educational or training achievements;   | 12. Charlotte Sharman Primary Schools does not include sixth form provision, therefore this section does not apply.<br><br>(a) Not applicable |

| Category  | Information   |
|---|---|
| (b) their participation in education or training; and<br>(c) the range of educational or training opportunities available to them.  | (b) Not applicable<br><br>(c) Not applicable  |
| <b>13. Special Educational Needs Provision</b>  |   |
| 13. Where existing provision that is recognised by the local authority as reserved for pupils with special educational needs is being discontinued, a statement as to how the local authority or the governing body (as the case may be) believe the proposals are likely to lead to improvements in the standard, quality and/or range of the educational provision for these children | 13. There is no site specific special educational needs provision reserved for SEND pupils at Charlotte Sharman so no specialist provision is proposed for discontinuation.   |
| <b>14-15 Travel</b>   |   |
| 14. Details of length and journeys to alternative provision.  | 14. Every parent will be able to make a preference for an alternative school inside or outside this area. The commuting distance of children, currently attending Charlotte Sharman is not likely to be substantively affected as they transition into alternative schools. It is therefore not expected that journeys to and from alternative schools provided will be lengthier than at present due to availability, but longer journeys may occur as a result of parental preference of schools outside of the local area. |
| 15. The proposed arrangements for travel of displaced pupils to other schools including how the proposed arrangements will mitigate against increased car use.  | 15. As outlined above, the pupils displaced by the school closure may not be unduly inconvenienced by lengthier travel; there are numerous alternative places available. This would help to mitigate against any increase in car use, as no more car journeys will be necessary than at present.  |

| Category   | Information   |
|--|---|
| <b>Making objections to or comments on these proposals</b> | <p>Within four weeks from the date of publication of these proposals, by 5 pm on the expiry date in <b>May 2025</b> any person may object to or make comments on the proposals or, request a paper copy of the proposal by emailing</p> <p><a href="mailto:questions.education@southwark.gov.uk">questions.education@southwark.gov.uk</a></p> <p>or by post to: <i>Ric Euteneuer, Children's Services, Southwark Council, 4<sup>th</sup> Floor, 160 Tooley Street, London SE1 2QH</i></p> |

Signed

Alasdair Smith,  
Director of Children Services  
15<sup>th</sup> April 2025

## Proposed closure of Charlotte Sharman Primary School

## APPENDIX 5

| Process stage  | Key Dates   | Comment   |
|--|---|---|
| i) Cabinet member decision (IDM) agreeing to statutory consultation  | January 2025  | <b>COMPLETE</b>   |
| ii) Statutory consultation period<br><br>Stage 1 of statutory guidance                                       | 11 <sup>th</sup> February 2025 to 31 <sup>st</sup> March 2025 | 7 weeks including a week of half term. <b>COMPLETE</b><br><br>“At least 4 weeks” consultation specified in DfE guidance.  |
| iii) Second IDM decision agreeing to publish statutory proposals   | 25 <sup>th</sup> April 2025                                   | <b>COMPLETE</b><br><br>Subject to call-in by Overview & Scrutiny Committee – 10 days  |
| iv) Publication of statutory proposals and representation period<br><br>Stages 2 and 3 of statutory guidance | 12 <sup>th</sup> May 2025 to 9 <sup>th</sup> June 2025        | <b>COMPLETE</b> Representation period must last for 4 weeks - and will need to be mostly in term time - Publication in local press and if possible, on the LA and school websites   |
| v) Cabinet final decision following statutory proposals<br><br>Stage 4 of statutory guidance                 | 17 <sup>th</sup> June 2025                                    | Cabinet decision must be within 2 months of the end of the representation period, by 5 <sup>th</sup> August 2024, otherwise this is referred to the Office of the Schools Adjudicator (OSA).<br><br>Subject to call-in by Overview & Scrutiny Committee – 10 days |
| vi) Implementation<br><br>Stage 5 of statutory guidance  | 31 <sup>st</sup> August 2025                                  | Should be within 2 years of decision  |

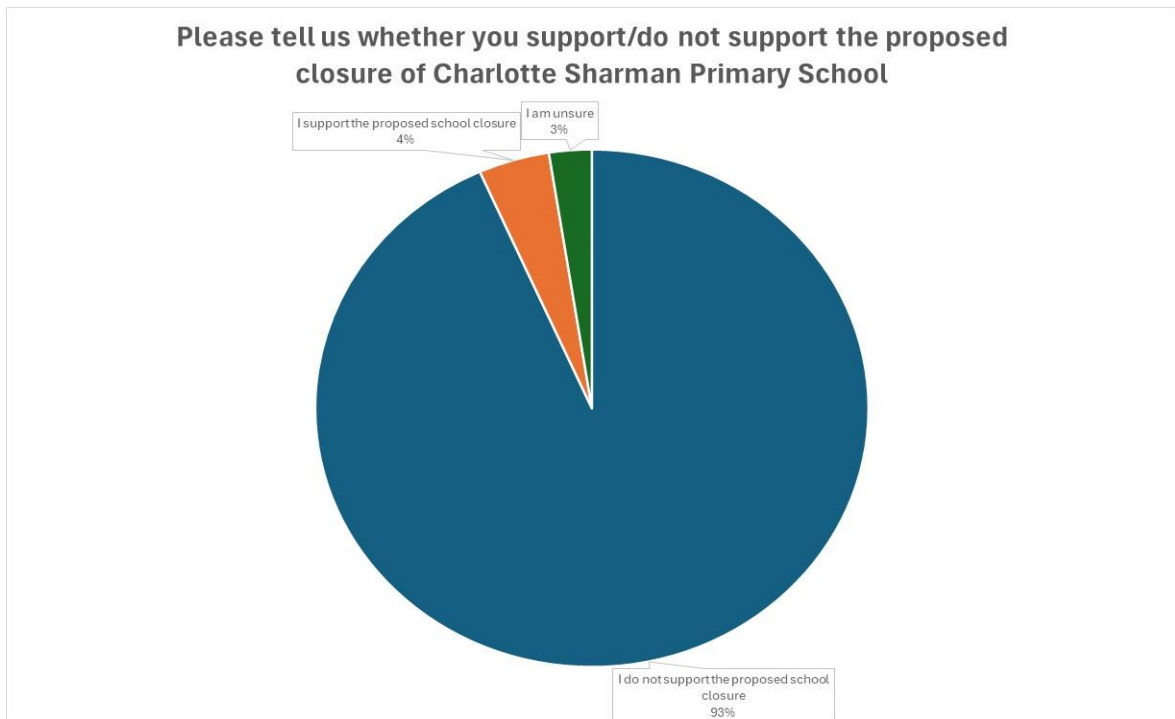
## APPENDIX 6

### QUANTITATIVE ANALYSIS OF CONSULTATION RESPONSES

There were **245** responses to the consultation (including 2 email responses).

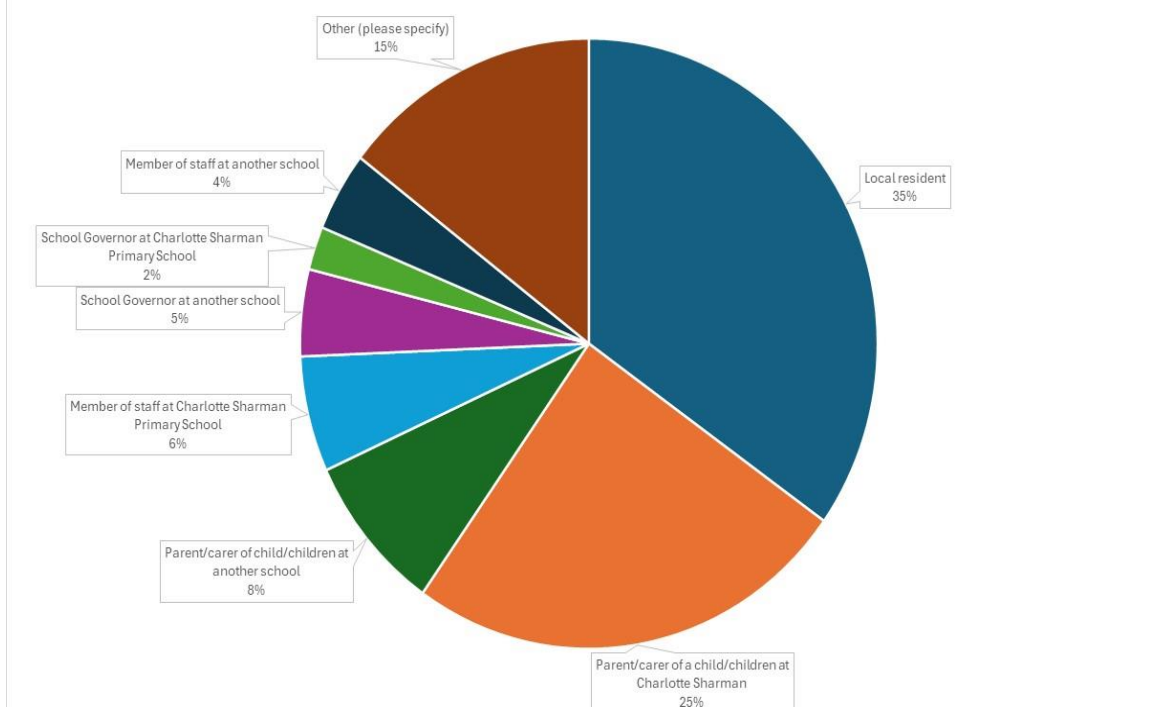
The answers to the individual questions were as follows

**Please tell us whether you support/do not support the proposed closure of Charlotte Sharman Primary School**



**Please tell us who you are (select all answers that apply)**

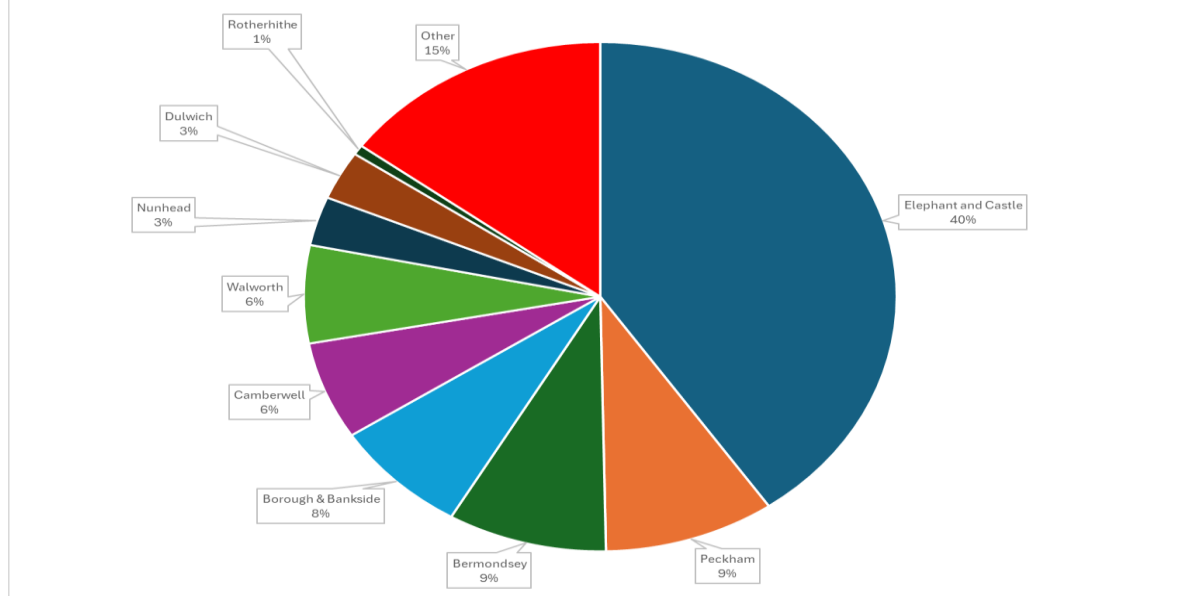
### Please tell us who you are (select all answers that apply)



## Equalities questions

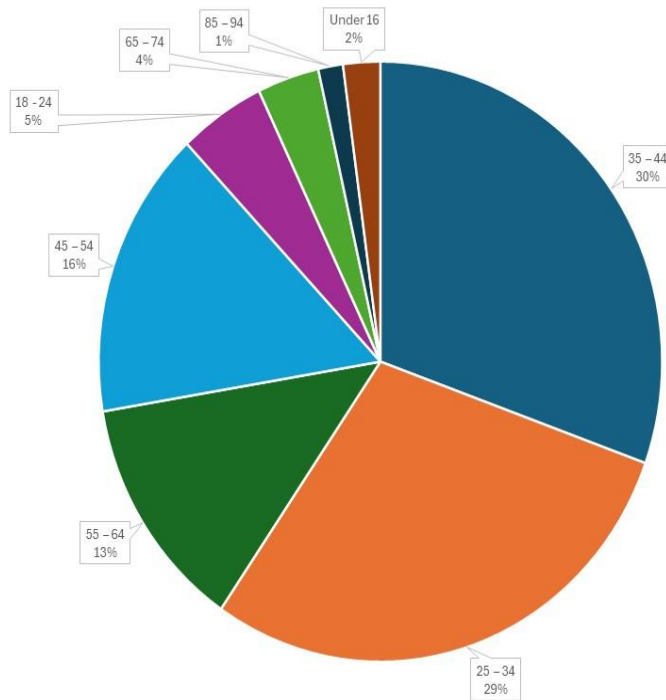
### Location

#### If you live in Southwark, which community area do you live in?



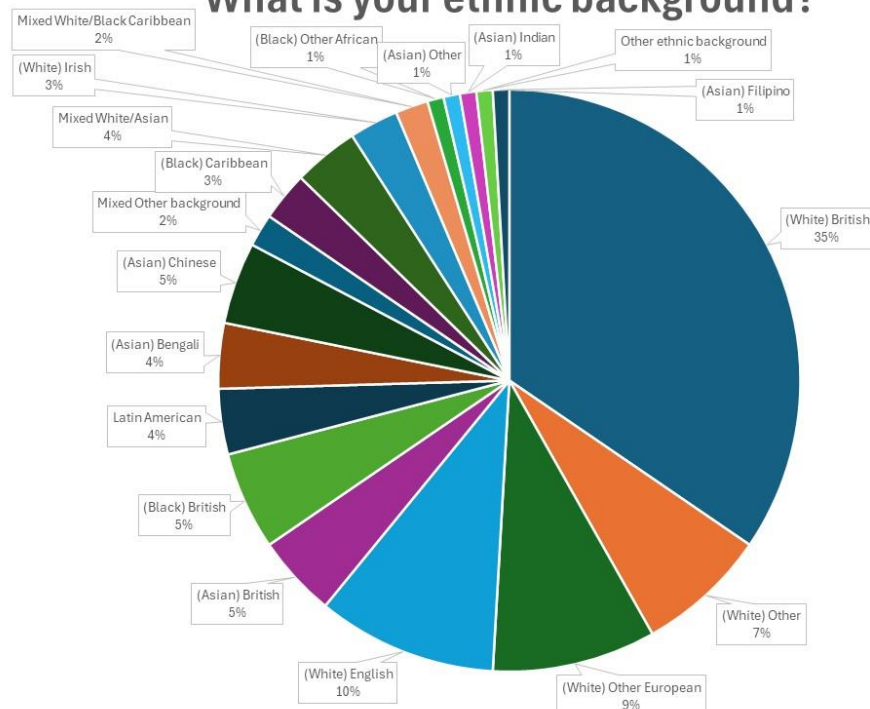
### Age

## Age Group

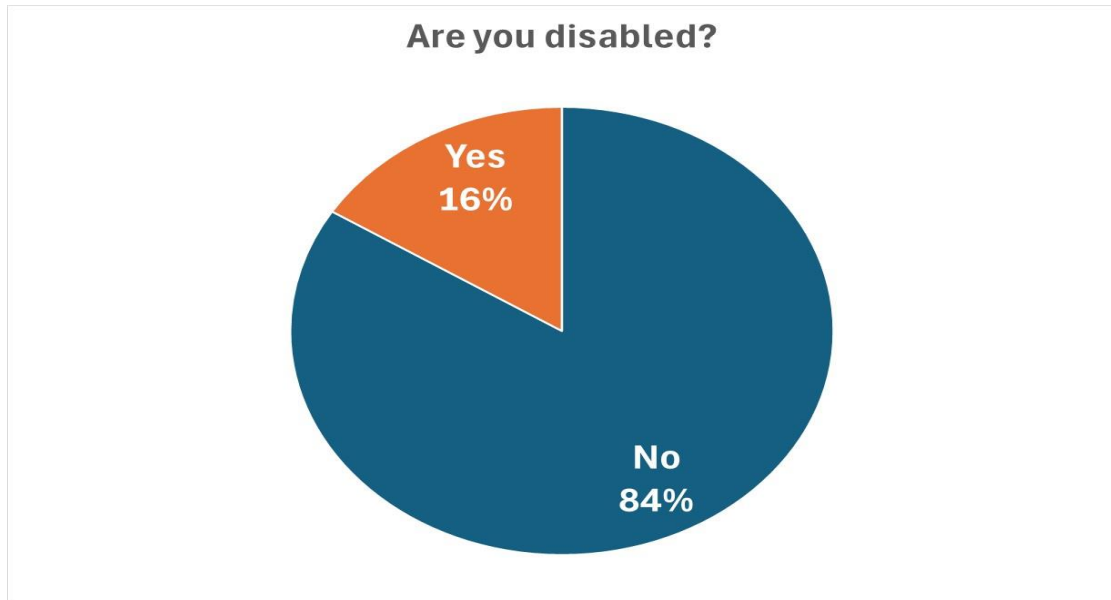
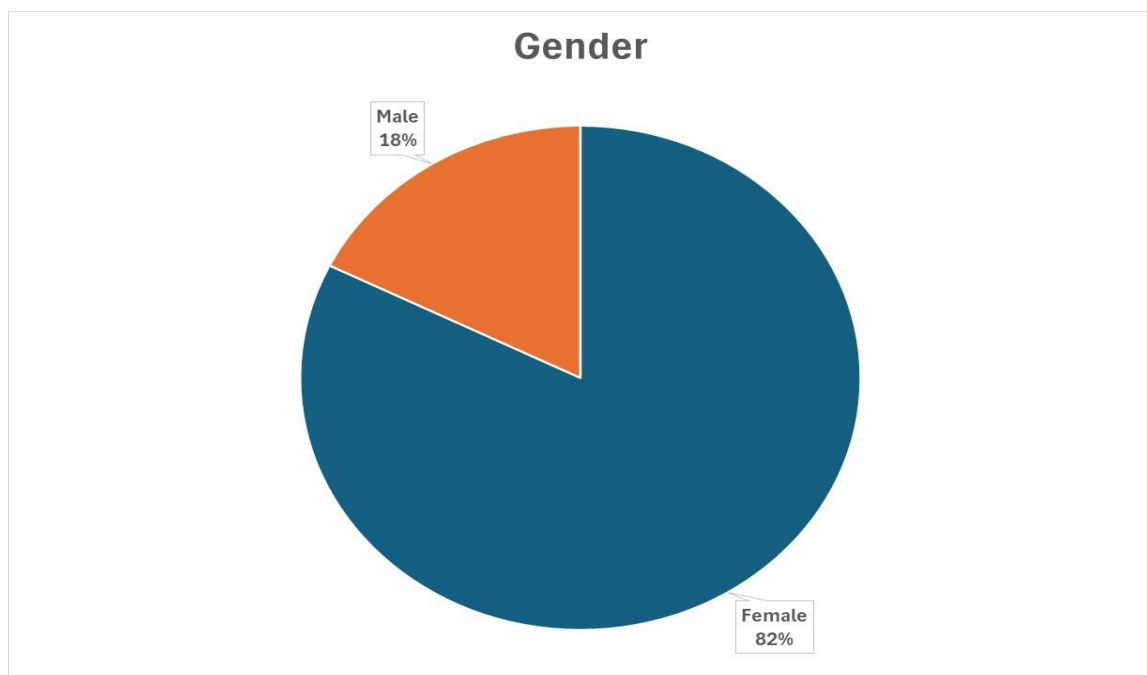


## Ethnicity

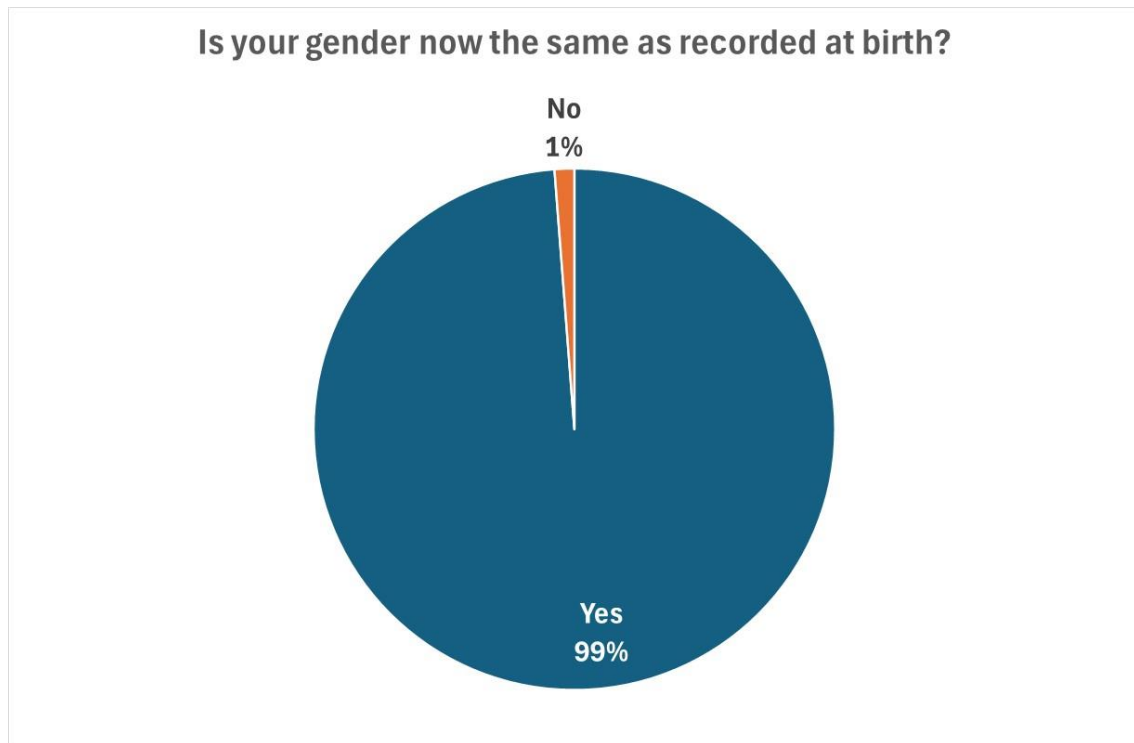
### What is your ethnic background?



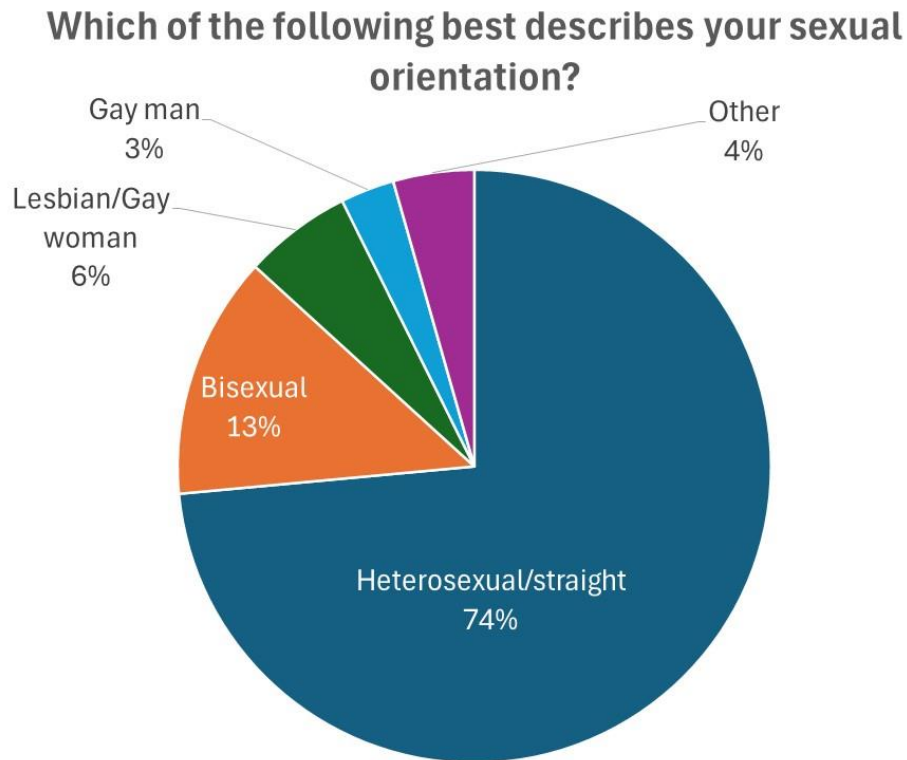


**Disability****Gender**

**Is your gender now the same as recorded at birth?**

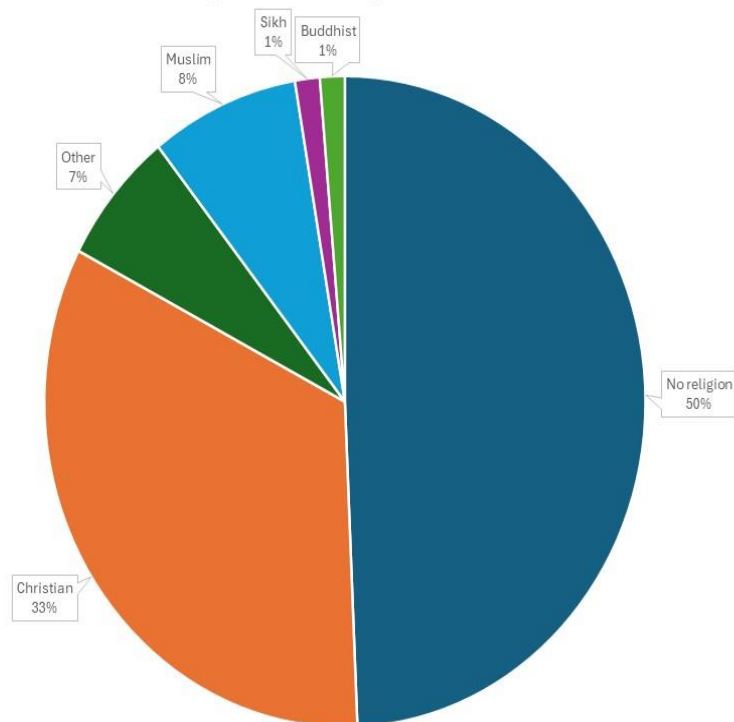


**Which of the following best describes your sexual orientation?**



## Religion

**What is your religion or belief?**



|   |   |
|---|---|
| <b>Meeting Name:</b>                        | Cabinet   |
| <b>Date:</b>                                | 17 June 2025  |
| <b>Report title:</b>                        | Closure of St Mary Magdalene CE Primary School  |
| <b>Cabinet Member:</b>                      | Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Education and Refugees |
| <b>Ward(s) or groups affected:</b>          | Rye Lane  |
| <b>Classification:</b>                      | Open  |
| <b>Reason for lateness (if applicable):</b> | Expiry of statutory representation occurred after agenda dispatch date                        |

### **FOREWORD – COUNCILLOR JASMINE ALI, DEPUTY LEADER AND CABINET MEMBER FOR CHILDREN, YOUNG PEOPLE, EDUCATION AND REFUGEES**

Schools are at the heart of our communities in Southwark, so it is with heavy heart that I ask Cabinet to approve the attached proposal to close the much-loved school St Mary Magdalene CE Primary School.

At the same time Education in Southwark has never been stronger following our £200m investment in school buildings and the subsequent 98% Ofsted Good or Outstanding ratings. Yet steep demographic change in the capital continues to present real challenge. In the case of St Mary Magdalene, over the last five years, the reception numbers have consistently been at or below 20 pupils. This has put considerable organisational and financial stress on the school. In 2024 the school was given a Requires Improvement by Ofsted and the school rolls continued to fall.

### **Keeping Education Strong**

In December 2022 Cabinet considered the report Keeping Education Strong – the strategy for future proofing primary schools and protecting the quality of education in Southwark. This outlined the strategy to address the issue of falling school rolls brought about by steep demographic changes.

Falling birth rates at the time of writing is at 40%, the uncertainties of Brexit, increased costs of housing, the cost-of-living crisis and the pandemic are all factors that have seen up to 35% of families leaving London.

The Keeping Education Strong Plan came back to cabinet in June 2023 with a list of schools identified by the schools and the council's education team for pupil place reduction, amalgamation or closure.

St Mary Magdalene was identified in the Keeping Education Strong Plan as a school that could amalgamate with neighbouring faith school St John's and St Clements. However, this did not go ahead and the leadership of St Mary Magdalene approached an alternative school to amalgamate with, which also did not go ahead.

## The current situation

This report recommends the closure of St Mary Magdalene CE Primary School from 31 August 2025. As with other schools in the Borough, St Mary Magdalene has experienced sustained low pupil numbers, and despite dedicated leadership and community commitment, it now faces structural and financial challenges that cannot be resolved through further intervention alone.

The decision to consult on closure was not taken lightly. Officers have explored a wide range of alternative models, including federation, change in governance, and phased downsizing. However, no viable pathway emerged that could secure the long-term future of the school while maintaining the high standards that Southwark families expect and deserve.

I want to acknowledge the deep connection many families, staff and community members have with this school. The consultation brought forward heartfelt views, which have been carefully considered. We are committed to supporting every child and member of staff affected by this proposal, ensuring that no pupil is left without access to a high-quality education or appropriate support.

This recommendation is aligned with our Keeping Education Strong strategy and reflects our responsibility to ensure the borough's school places meet the current and future needs of our communities, even when that means making such difficult decisions. We will ensure that the values of care and inclusion which defined St Mary Magdalene continue to live on in the schools our children move on to should a decision be made to close.

## RECOMMENDATION

1. That the Cabinet **agrees** to close St Mary Magdalene Church of England Primary School from the 31 August 2025 onwards.

## REASONS FOR RECOMMENDATIONS

2. A key factor to consider is the continuing fall in demand - roll and pupil numbers at St. Mary Magdalene CE Primary, as well as the area surrounding the school, have declined steeply. The school has struggled to recruit to reception and overall numbers have fallen considerably in recent years. Overall, the school's roll at reception has fallen from 54 in 2015/16 (when the school was briefly 2FE), to 10 in January 2025 (with a 1FE) – a reduction of 81%. The roll in 2015/16 in all year groups was 229 and was 89 in January 2025 - a reduction of 61%, though this may have been amplified by the additional bulge class in 2015/16
3. All of these factors combined means that there is little hope that the rolls at St. Mary Magdalene CE Primary will recover numerically in the near future, and that the school is likely to fall further into a state of economic and financial unviability, with consequent effects on standards and quality – the school is presently judged by Ofsted to be “*requires improvement*”. As schools are funded primarily on a per pupil basis, falling rolls result in reduced budgets. This in turn impacts on the resources available to support a high quality of education.

## ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

4. Six alternative options were considered over an extended period of time, evaluated and are ultimately not recommended for Cabinet approval. These are outlined below in Table 1

*Table 1 – Alternative options to closure considered*

| <b>Option</b>  | <b>Appraisal</b>   |
|--|--|
| Option 1 - Keeping the status quo at St. Mary Magdalene CE Primary | This is unviable as there is no prospect of rolls and/or pupil numbers recovering in the foreseeable future. Not taking action would be likely to result in the financial position of the school becoming increasingly difficult and education standards declining.  |
| Option 2 - Reduction to 0.5FE                                      | A school with an overall roll of 105 would not be financially viable – and would lack the resilience larger schools have to cover for staff absence and resource deployment. 0.5FE would in all probability mean mixed age classes. While this may be manageable in short term it could potentially have a negative effect on standards. |
| Option 3 - Forming a hard federation with another school           | A hard federation, where the school shared leadership and governing body with another school was explored but ultimately discounted, as it was felt it would not substantively address the low rolls the school is presently experiencing.   |
| Option 4 - Amalgamation with another school                        | This would still entail the closure of St Mary Magdalene primary school, albeit with staff and pupils coming together with another school. No local school has expressed a wish to pursue this option despite this having been explored.   |
| Option 5 - Entering into an arrangement with a Multi Academy Trust | Similarly to the above, a MAT would not address the roll issue and would limit the LA's scope to act if there was no progress in addressing standards and roll issues. The SDBE MAT explored the option of the school joining it but decided not to proceed.   |
| Option 6 - Managed reduction towards closure                       | This would entail setting the school's PAN to zero to allow for a gradual reduction in numbers towards a future closure. With the school's current numbers and financial position, it is likely that the school would quickly become unviable in these circumstances.  |

## POST DECISION IMPLEMENTATION

5. The school would formally close on the 31 August 2025, if the decision to close was agreed

## BACKGROUND INFORMATION

6. St. Mary Magdalene Church of England (CE) Primary School is a one form entry Voluntary Aided (Church of England) primary school, situated in Peckham in the Rye Lane ward. The exact location of the school is shown at **Appendix 1a**.
7. For place planning purposes, the school is situated in Southwark pupil place planning area three (PA3 – Peckham & Nunhead). The intake of the school, in common with many Southwark Diocesan Board of Education (SDBE) primaries, is that 50% of places are allocated on the basis of religious observance, and 50% “open” places based on standard community school medical/sibling/distance criteria.
8. The school has been a 1 Form of Entry (FE) school with a published admissions number (PAN) of 30 reception pupils since opening. The school took a 1FE bulge in September 2015 (due to an unexpected rise in applicants), who exited the school in August 2022. A “heat map” of pupil locations is shown at **Appendix 1b**. Rolls have remained low at the school, and reception over the last five years has fallen to or below 20 pupils. This has placed financial and organisational stress on the school.
9. Falling numbers of pupils is a serious issue for primary schools right across the capital. London Councils (2025), in their publication ‘Managing school places and admissions in London’ have reported that the large majority of London boroughs are forecasting cumulative drops in demand, with concerns about ‘the impact of falling rolls on school standards and pupil attainment’ and on the financial stability of schools.
10. In December 2022, the council’s cabinet agreed a strategy to address this issue of falling rolls of pupils- [‘Keeping Education Strong: Strategy for future proofing primary schools and protecting the quality of education in Southwark’](#). A further update on this strategy, [‘Keeping Education Strong Recommendations’](#), was approved by cabinet at its June 2023 meeting. This included a recommendation that the council should have discussions with St Mary Magdalene CE Primary School about the possibility of amalgamating with another Southwark primary school.
11. Discussions were held with the school governing body and the SDBE in 2023-24 about the possibility of consulting on the future of the school, including the option of the school closing or amalgamating with another school. It was agreed to pause proceeding with this to allow for further exploration of alternatives including consideration of joining a MAT. The school was then rated “Requires Improvement” by Ofsted in 2024, and rolls have continued to fall. The school finished the 2024-25 financial year with a deficit of £126,379, which is likely to increase in the coming year. Having considered a wide-ranging options appraisal, the Cabinet Member agreed in January 2025 to



launch a consultation on the closure of St. Mary Magdalene CE Primary from 31 August 2025. The consultation ran from 11 February 2025 to 31 March 2025

12. Following consideration of responses to the consultation, the Cabinet Member agreed in April 2025 to publish a proposal to close the school. This was published on 12th May 2025, starting a 4 week period during which interested stakeholders had the opportunity to make representations on the proposed closure. This is known as the “Representation Period”
13. This report summarises the outcome of the consultation and the representation period and recommends closing the school from August 2025. The work so far undertaken to propose closure by the council is in line with the statutory process set out in [‘Opening and closing maintained schools statutory guidance for proposers and decision-makers’](#) (Department for Education, October 2024).

## KEY ISSUES FOR CONSIDERATION

14. A key factor to consider is the continuing fall in demand - roll and pupil numbers at St. Mary Magdalene CE Primary, as well as the area surrounding the school have declined steeply. The school has struggled to recruit to reception and overall numbers have fallen considerably in recent years. Detailed roll and projection figures for the school are set out below. As outlined previously, the school took a bulge class in 2015/6 due to increased demand, so the roll figures were higher than expected.

Figure 1 Whole school rolls (orange) against Capacity (blue) 2014-2032

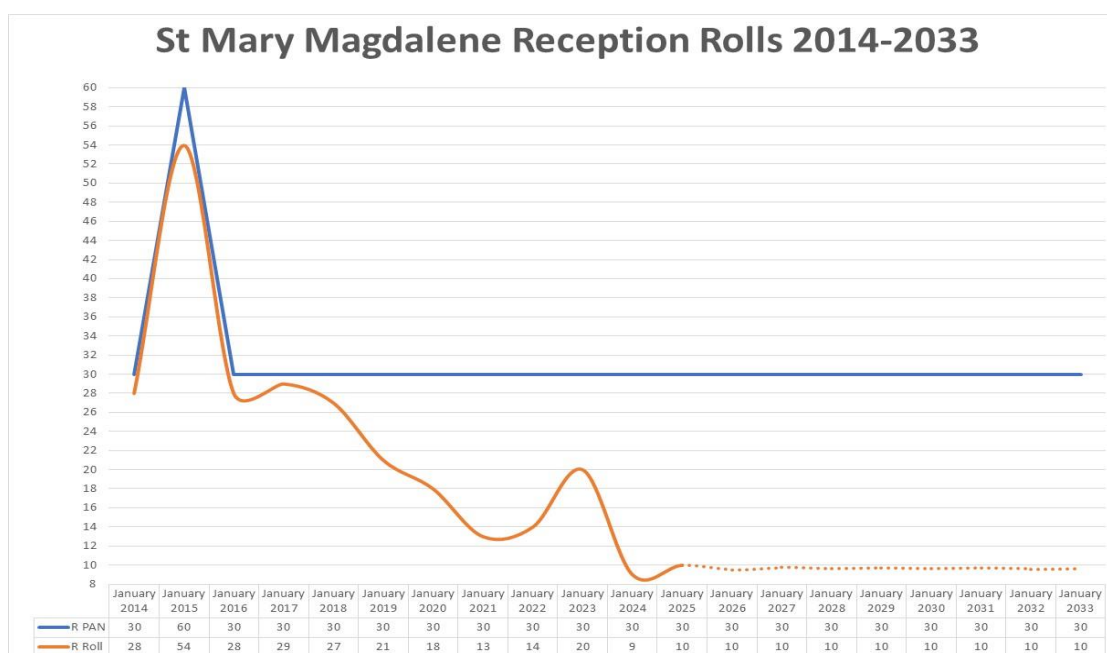
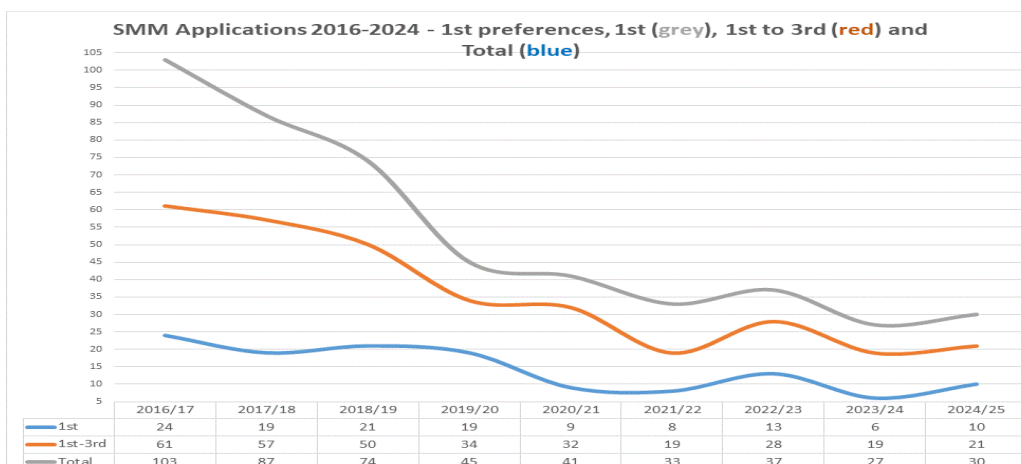




Table 4 – Applicants to St. Mary Magdalene CE Primary 2016/7-2024/5

| Year    | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> | 1 <sup>st</sup> -3 <sup>rd</sup> | Total | PAN |
|---------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------------------------|-------|-----|
| 2016/17 | 24              | 23              | 14              | 17              | 13              | 12              | 61                               | 103   | 30  |
| 2017/18 | 19              | 21              | 17              | 12              | 8               | 10              | 57                               | 87    | 30  |
| 2018/19 | 21              | 17              | 12              | 13              | 6               | 5               | 50                               | 74    | 30  |
| 2019/20 | 19              | 8               | 7               | 9               | 1               | 1               | 34                               | 45    | 30  |
| 2020/21 | 9               | 18              | 5               | 3               | 3               | 3               | 32                               | 41    | 30  |
| 2021/22 | 8               | 7               | 4               | 3               | 6               | 5               | 19                               | 33    | 30  |
| 2022/23 | 13              | 13              | 2               | 3               | 3               | 3               | 28                               | 37    | 30  |
| 2023/24 | 6               | 8               | 5               | 5               | 2               | 1               | 19                               | 27    | 30  |
| 2024/25 | 10              | 8               | 3               | 5               | 1               | 3               | 21                               | 30    | 30  |



18. Births in the Rye Lane ward (where the school is situated) and Nunhead & Queen's Road ward (N&QR)– where together over 67% of its pupils come from – have reduced since 2015 by 107 – 20% lower in 2022 than previously.

Table 5 – Births in Rye Lane and Nunhead &amp; Queens Road wards by year

| Year         | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       | 2021       | 2022       | 2015-22            |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------------|
| N & QR       | 254        | 235        | 229        | 218        | 237        | 218        | 218        | 212        | -42 (-17%)         |
| Rye Lane     | 277        | 232        | 233        | 227        | 228        | 197        | 250        | 212        | -65 (-23%)         |
| <b>Total</b> | <b>531</b> | <b>467</b> | <b>462</b> | <b>445</b> | <b>465</b> | <b>415</b> | <b>468</b> | <b>424</b> | <b>-107 (-20%)</b> |

19. In respect of future projections, the Greater London Authority (GLA) project that, if nothing changes:
- Rolls at St. Mary Magdalene CE Primary will fall by a further 25 pupils in the next 5 years – a **28%** reduction
  - Reception rolls in the locality - the planning area (PA3) surrounding the school – fell by around 227 pupils (a **32%** reduction) between 2015/6 and 2024/5 and are projected to fall further by 13 pupils from 2024 to 2029 (**3%**)
  - Year R to 6 rolls in PA3 fell by 1,502 pupils, (**31%**) between 2015/6 and 2024/5, and it is projected there will be 538 fewer pupils overall (**16%**) from 2024 to 2031
  - Births in the Rye Lane and Nunhead & Queen's Road Ward are projected to remain at the same level from 2021 to 2029 – this will feed through to a reduction in reception pupils.
20. Projection from the GLA show that numbers would fall below 80 at St Mary

Magdalene in 2026/27, if no further action was taken, and be just above 60 by the end of the decade – a further 28% reduction in roll. Some totals may be subject to rounding effects.

*Table 7 – SMMS GLA projected rolls by year group 2025-2030 (and vacancies)*

| Year    | R  | 1  | 2  | 3  | 4  | 5  | 6  | Total | % Vacs Year R | % Vacs R to 6 |
|---------|----|----|----|----|----|----|----|-------|---------------|---------------|
| 2025/26 | 10 | 10 | 10 | 16 | 13 | 13 | 16 | 88    | 67%           | 59%           |
| 2026/27 | 10 | 9  | 10 | 9  | 16 | 12 | 13 | 79    | 67%           | 62%           |
| 2027/28 | 10 | 10 | 9  | 9  | 9  | 16 | 12 | 75    | 67%           | 64%           |
| 2028/29 | 10 | 9  | 9  | 9  | 9  | 9  | 16 | 71    | 67%           | 66%           |
| 2029/30 | 10 | 9  | 9  | 9  | 9  | 9  | 9  | 64    | 67%           | 70%           |
| 2030/31 | 10 | 9  | 9  | 9  | 9  | 8  | 9  | 63    | 67%           | 70%           |

21. St. Mary Magdalene CE Primary is situated in the council's school place planning area three (PA3), which covers the Peckham & Nunhead localities and has seen a substantial growth in surplus places in Southwark. Presently, there are 166 (6FE) reception places surplus in this area - 28% of all available reception places. Overall, Year R to 6 vacancies total 1,065 - around 24% of all available places in PA3 schools
22. All of these factors combined means that there is little hope that the rolls at St. Mary Magdalene CE Primary will recover numerically in the near future, and that the school is likely to fall further into a state of economic and financial unviability, with consequent effects on standards and quality. As schools are funded primarily on a per pupil basis, falling rolls result in reduced budgets.
23. This in turn impacts on the resources available to support a high quality of education.
24. The statutory process to close a school is set out in the Department for Education's statutory guidance document '[Opening and closing maintained schools statutory guidance for proposers and decision-makers](#)' (October 2024). The process includes five stages as outlined below and in detail in paragraphs 25 to 49.
  - Stage one – Consultation (*Already undertaken*)
  - Stage two – Publication (*Already undertaken*)
  - Stage three – Representation (*Already undertaken*)
  - Stage four – Decision (*This report requests this*)
  - Stage five – Implementation

### **Stage one - Consultation**

25. Consultation on the closure of St Mary Magdalene CE Primary School occurred for 7 weeks. The consultation ran from the 11 February 2025 to 31 March 2025 and was hosted on a dedicated website on Southwark's consultation hub. This was promoted to parents and carers via a letter from the Headteacher alerting them to the survey; promotion via the school newsletter to parents, and at the meetings for parents and carers outlined below. All Southwark primary school headteachers and chairs of governors were emailed to make them aware of the consultation exercise. A dedicated email was set up ([questions.education@southwark.gov.uk](mailto:questions.education@southwark.gov.uk)) for queries on the

consultation which was checked on daily basis. Paper copies of the form were made available and an address to return them to, if needed. Meetings for parents and carers were held at the school in March 2025, and these were also attended by council staff, the school leadership and governors.

26. No representations were received from neighbouring councils, councillors, the SDBE or the Catholic Diocese. The trade unions had a number of operational queries and liaised extensively with the school's Human Resources (HR) advisors. No trade unions formally objected to the school closure.
27. 21 online responses were received from the Stage 1 consultation. Of these:
  - 76% disagreed with the closure
  - 14% agreed with the closure
  - 10% were 'unsure'
28. A further 3 email representations were made that broadly reflected what the online consultation returns said. Of the online responses 42% were local residents, with 25% being parents/carers for children at the school, 17% parents of children at another school, 8% school governors at St Mary Magdalene or another school, and 4% staff members. Respondents could choose more than one category. 63% of respondents lived in the Peckham locality, 25% from Bermondsey with a further 6% each from the Nunhead and Dulwich localities respectively
29. Of the respondents who answered the question, the largest proportion (37%) were aged 35-44, followed by those aged 55-64 (27%). Those aged 75-84 and 45-54 stood at 9% and 18% respectively. As regards ethnicity, the largest proportion who answered this question were "Black British" (totalling 45%), with "White British" and "White English" totalling 33%.
30. The Global Ethnic Majority (GEM) percentage was 67%.
31. Of the remaining respondent characteristics:
  - 11% of respondents had a disability,
  - 87% of respondents were female,
  - 100% had the same gender as at birth.
  - 100% of respondents were heterosexual.
  - 100% had a religious belief.
32. With this low level of response, it is difficult to ascertain whether this is overall a representative sample of interested parties.
33. A number of issues were raised as part of the consultation. These have been summarised below, and the council's response to each is given.

| Issues raised   | Council response  |
|---|---|
| The school's importance as a close-knit, inclusive community that provides a unique and supportive environment, particularly for children with special educational needs (SEND) | The school's inclusive and supportive environment is recognised, but this is not unique to this school. With shrinking resources, the school will find it increasingly difficult to maintain support to good standards. |

| <b>Issues raised</b>  | <b>Council response</b>  |
|---|--|
| The closure is seen as unfair and detrimental to the families and children who have formed strong bonds with the school Concern about the impact on their children's education and well-being                                 | While the closure would of course have a short-term impact on families, it would be detrimental for children to remain in a school without sufficient resources to maintain a good standard of education.  |
| Logistical challenges of finding suitable alternative schools, especially for those with SEND   | There are a substantial number of vacancies in the locality. There will be a dedicated Admissions Officer working with parents and carers to locate alternative placements – including children with special needs if a decision is made to close. |
| The school's role in promoting Christian values and its historical significance to the community are also highlighted. It is felt it is the only Christian school locally   | There are other voluntary aided schools, including Church of England schools, in the locality.   |
| Criticism directed to the council for their handling of the situation- failure to provide adequate support and for marking the school for potential closure in past communications, which may have affected enrolment numbers | Numbers were in decline some time before closure was considered – indeed were the reason for considering closure - and this was further exacerbated by the school's Ofsted requires improvement judgement.   |

34. A number of alternative proposals were received. These have been summarised below, and the council's response to each is given.

| <b>Proposal</b>  | <b>Council response</b>   |
|--|---|
| Transform the school into a dedicated SEND institution to serve local needs There are suggestions to repurpose the school to serve specific educational needs, such as converting it into a SEND (Special Educational Needs and Disabilities) school for local parents | This option has been considered but has numerous obstacles to address. Presently, the government does not allow voluntary aided SEND special schools, only council or academy-run provision. There is a need for additional SEND provision but there are other alternative sites available in the council-owned school estate which at this point appear more suitable. |
| 'Soft closure' that would allow the school to transition into a SEN provision  | See above for SEND provision. A soft closure over a longer period has been considered, but there are concerns that the school would not be financially viable in this scenario, with impact on children's education.  |
| Merger with another school as an alternative to closure  | Mergers with other schools have been explored but no local school   |

| Proposal  | Council response   |
|---|--|
|   | have expressed a wish to progress this. In any event this would still ultimately result in the closure of the school.  |
| Academisation of the school   | The school did approach the SDBE Multi-Academy Trust (MAT) in 2023 for the latter to consider incorporation of the school – the Trust decided not to proceed.  |
| Suggestion to write off the school's debt rather than forcing it to finance staff health problems | The council is not in a position to write off the school's deficit which has arisen for a number of reasons not connected to staff health issues. With the schools current numbers it would in any event be likely to return to a similar or worse deficit position even if deficit could be written off.  |
| The school was marked in the admissions brochure as potentially closing for two successive years  | The council paused the initial closure consultation process at the request of the school to allow it to explore options including academisation and mergers. This did mean a longer period of uncertainty. It should be noted that the fall in rolls predated the closure discussions by a number of years |

35. Included in the responses was a request from the St Mary Magdalene church trustees that the local authority take responsibility for premises costs at St Mary Magdalene school for 6 months should the school close, due to concerns that the trustees might be liable for costs without school funding to meet these.
36. As the school site and building do not belong to the council this is not something that the council is able to agree. However, advice and support is being provided by the council to help with the decommissioning of the building. This has included providing advice on potential options for interim use of the building that would help cover premises costs.
37. As outlined in paragraph 25, the above (Stage 1) process ran from the 11 February 2025 to the 31 March 2025, At the end of the consultation period, the Cabinet Member was presented with the results of the consultation and approved publication of closure proposals in April 2025 – the next stage described below. This consultation was promoted to parents and carers, via a letter from the Headteacher, alerting them to the survey; promotion via the school newsletter to parents, and at the meetings for parents and carers outlined below.

### **Publication (Stage 2) and Representation (Stage 3)**

38. After receipt and analysis of the results of the consultation, officers then sought agreement to proceed with Stages two and three - publication of the



proposal to close the school.

39. After receipt and analysis of the results of the consultation, officers then sought agreement to proceed with Stages two and three - publication of the proposal to close the school.
40. Proposals were published on the council's website and local press (the Southwark News) and provided a further opportunity for stakeholders to make representations. This consultation ran for four weeks from 12th May 2025 to 9th June 2025. Notices were also posted at each entrance to the school and in reception. The statutory notice for closure is given at **Appendix 3**. Consultees were invited to comment on the closure notice, and/or request a detailed version of the statutory notice – this is included as **Appendix 4**.
41. The Council received two additional comments at this stage by 9 June 2025, broadly reflecting views already expressed in the first consultation.
42. The responses are summarised below, and the council's responses are given

| Issues raised   | Council response  |
|---|---|
| A respondent expressed opposition to the proposed closure of St Mary Magdalene C of E Primary School, citing personal/family connections to the school and highlighting its positive impact on their lives. There is a strong sense of community attachment, with several mentioning the school's supportive environment and lasting influence on pupils' development. The prevailing sentiment is that the school plays an important role in the local area and its closure would be a significant loss. | All our schools endeavour to have a positive impact on pupils' lives, and to be at the heart of the community they serve, and to offer a supportive environment.<br><br>The low numbers of pupils at the school would compromise the school's ability to offer all of this, going forward, and closure would allow the pupils affected to continue their education in an environment that can deliver this for the foreseeable future |
| Concerns raised about the lack of adequate support for SEND pupils in finding new school places, with several vulnerable children still without placements for September  | SEND pupils are being individually assessed for an appropriate placing on a one-to-one basis and parents/carers fully involved in the process.  |
| Calls for better communication and support from the council, particularly regarding redundancies, pensions, and information sharing.  | Liaison with the school by the council has been extensive and comprehensive. HR support has been offered throughout   |

43. As with the previous consultations, copies of the notice were sent to the following stakeholders: local ward councillors; the local MP, Neil Coyle; the local Church of England and Catholic school diocesan authorities; all Southwark primary school heads and chairs of governors; multi-academy trusts (MATs) active in Southwark; and the DfE School Organisation team.
44. At the time of the closure of the representation period, no comments had been received from any of the above. No further representations were received as a

result of the publication of proposals from the trade union representatives or diocesan authorities by 9 June 2025.

#### **Cabinet decision (Stage 4)**

45. At the end of this second consultation (representation) period, the results of this and the previous stage 1 consultation have been combined in this report to be submitted to Cabinet for decision at this meeting, in line and with due regard to statutory guidance.
46. The decision maker for school closures is the Cabinet of the council and the proposals, and such observations, feedback, objections and comments will be presented to the Cabinet for scrutiny and decision. Cabinet is empowered to:
  - *Agree the closure proposal*
  - *Agree the closure proposal with modifications*
  - *Refuse the closure proposal.*
47. If Cabinet does not take a decision on the school closure within 2 months of the expiry of the formal notice (9 August 2025), the matter would have to be referred to the Office of the Schools Adjudicator (OSA) for final decision.
48. The following bodies have the right to have the decision referred to the Schools Adjudicator in any case, independent of the local authority after the Cabinet decision is taken.
  - *The Diocesan Board of Education of any C of E Diocese in the relevant area.*
  - *The Bishop of any Roman Catholic Church in the relevant area.*
  - *The governing body or any foundation of the foundation or voluntary school specified in the proposals.*

#### **Implementation of Decision/formal closure of the school (Stage 5)**

49. If Cabinet agrees to the proposals to close, this will be effective from 31 August 2025. A detailed timetable is attached as **Appendix 5** of the report.

#### **POLICY FRAMEWORK AND DECISION-MAKING PROCESS**

50. The Southwark 2030 strategy includes a key goal of ensuring all children receive a “Good Start in Life”.
51. The proposed closure of the school would enable all children to transition to an Ofsted “good” school (or alternative schools in the locality) honouring the right to a good education for all pupils presently and potentially attending the school.
52. By reducing surplus school capacity both locally and borough wide, the closure would also help to ensure that remaining schools remain viable, standards are maintained and improved, and that parents and carers still have a choice of good or outstanding schools to choose from for their children.
53. The statutory process the council undertakes as part of the decision-making process for the proposed closure is outlined above. It should also be noted that

discussions about options were discussed with the SDBE, the school and governors in the Autumn 2024 term.

### **Actions undertaken for the pupils, parents and carers affected**

54. The local authority, as the body responsible for school admissions in Southwark, has had to plan for every eventuality to ensure that all children attending St Mary Magdalene CE Primary School will have a school place for September 2025. Support is being offered to parents, carers and pupils to manage the transition – should it be decided that the school should close – from St Mary Magdalene CE to other schools. A coordinated admissions process, led by the local authority's school admissions team has been established to ensure that the parent/carers of each child on the roll of St Mary Magdalene CE will have access to an admissions application and be able to state preferences of alternative schools.
55. A dedicated admissions officer has been allocated to work closely with families and school staff and ensure that every child is able to secure a school place for September 2025 if the decision is made to close. Similarly, children with special educational needs are being fully supported to make this transition with reviews of their education, health and care plans (EHCPs) where appropriate.

### **Accommodating displaced children in alternative schools in the event of a closure**

56. The council is confident that all children presently attending St. Mary Magdalene CE Primary School and all applicants to reception for September 2025 can be accommodated in alternative schools within a reasonable distance.
57. There are currently 767 vacant places across year groups in 9 Southwark schools which are within 0.75 miles of the school (840 including the two Lewisham schools within the same distance), many times the existing numbers on roll at St Mary Magdalene CE Primary School. Presently there are 86 reception places vacant at these Southwark schools – nearly three times the Published Admission Number (PAN) of the school and significantly in excess of the 10 pupils presently in reception.

### **Actions undertaken for the teachers and non-teaching staff affected**

58. The situation at the start of the process was that the council informed their staff at the earliest possible opportunity that there was a potential that the school would close in August 2025. The trade unions were also involved at this stage.

### **Community, equalities (including socio-economic) and health impacts**

#### **Community Impact**

59. The [Public Sector Equality Duty](#), [Section 149 of the Equality Act](#), requires public bodies to consider all individuals when carrying out their day-to-day work - in shaping policy, delivering services and as an employer.
60. Public bodies need to have due regard to the need to eliminate discrimination,

advance equality of opportunity, and foster good relations between people with protected characteristics and those with none when carrying out their activities.

61. The closure of a school clearly has the most impact on the children attending and their parents, as inevitably there is disruption as a result of having to move school. However, given that there are many places available in other nearby schools the impact should be short term. Families would be supported through the transition, including support with school uniform costs. A closure would also impact on staff employed at the school. Given the difficulties that schools across London are facing in recruiting and retaining staff, those affected by the closure of a school should have opportunities to secure similar employment elsewhere. HR support would be provided to staff through the process.
62. With the exception of the impacts identified above, the recommendations set out in this report are not considered to have a disproportionate effect on any particular community group. Impacts against specific protected characteristics have been addressed in the Equalities impact statement below.

### **Health impact statement**

63. The EINA outlined above has been completed and is attached at **Appendix 2** - this includes Health impacts. No adverse health impacts were ascertained during the Impact Assessment process.

### **Equalities (including socio-economic) impact statement**

64. The [council's "Approach to Equality"](#) commits the council to ensuring equality is an integral part of our daily business. "Protected characteristics" are the grounds upon which discrimination is unlawful - these are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation. In this case, the characteristics covering gender reassignment, marriage and civil partnership, pregnancy and maternity, and sexual orientation are unlikely to be issues to consider for pupils in the context of a school closure. An equality impact statement has been completed for this proposal and is attached as **Appendix 2**.
65. The school is a 1FE voluntary aided school, so the proposed closure will have a minor effect on the availability of places of a religious nature in Southwark. There are numerous vacancies at nearby CE and Roman Catholic (RC) school nearby, for those who wish a religious education for their children, and numerous secular places for those who do not. The closure of St. Mary Magdalene CE Primary will have a minimal effect therefore on choice as regards religious or secular education.
66. Potential negative impacts were identified as regards disability - special educational needs (SEND). If the school closes, then the council will work with children displaced by the closure to find an appropriate placement at the numerous schools with vacancies local to where they live, including those with education, health and care plans (EHCPs) or classified as SEND Support.
67. Absolute numbers of pupils with EHCPs (eight) and SEND plus (27) are

generally low compared to neighbouring schools, and the borough average. Indeed, St Mary Magdalene CE Primary falls into the bottom half numerically of EHCP pupils and is below the Southwark average per school of 12.2 pupils with EHCPs.

68. As regards SEND support, St Mary Magdalene CE Primary is in the bottom quartile numerically, and around half the primary school average of 51.2 pupils with SEND support per school. The low numbers of pupils at St Mary Magdalene CE Primary amplifies the proportion of SEND pupils, and this needs to be borne in mind when considering the effects of the proposed closure on the SEND population of the school. The figures for schools within 0.75 miles of St Mary Magdalene CE Primary from the 2024 Census are set out below.

*Table 7 EHCP/SEND Support numbers and % at schools near to SMM*

| <b>School</b>          | <b>EHCP</b> | <b>SEND Support</b> | <b>EHCP %</b> | <b>SEND Support %</b> |
|------------------------|-------------|---------------------|---------------|-----------------------|
| St. Mary Magdalene     | 8           | 27                  | 8.0%          | 27.0%                 |
| Rye Oak                | 29          | 68                  | 10.5%         | 31.3%                 |
| John Donne             | 16          | 47                  | 4.1%          | 11.9%                 |
| Bellenden              | 2           | 36                  | 0.9%          | 16.8%                 |
| Hollydale              | 6           | 24                  | 5.4%          | 16.2%                 |
| The Belham             | 8           | 43                  | 2.0           | 10.9%                 |
| St John's/Clements CE  | 16          | 56                  | 4.4%          | 15.5%                 |
| Harris Peckham Park    | 9           | 31                  | 2.5%          | 8.6%                  |
| St James/Great RC      | 9           | 36                  | 3.9%          | 15.7%                 |
| Planning Area (PA3)    | 166         | 584                 | 4.2%          | 14.9%                 |
| <b>Southwark Total</b> | <b>854</b>  | <b>3,585</b>        | <b>4.0%</b>   | <b>16.6%</b>          |

69. Work undertaken with EHCP/SEND support pupils in previous closures and mergers has resulted in the vast majority of pupils moving to schools of their choice and appropriate to their needs. The same approach will be used for St. Mary Magdalene CE Primary - individual support will be provided to children with disabilities including reviewing EHCPs and discussing transition arrangements between schools. No other differential negative impacts have been identified, so no further mitigating or improvement actions are proposed in this category.
70. In terms of race, most schools in the Peckham and Nunhead have a high proportion of Global Ethnic Minority (GEM) children, with a local area average of 81%. While St Mary Magdalene does have one of the highest proportions of GEM pupils the actual numbers of GEM pupils attending is the lowest of all other Southwark primary schools within 0.75 miles of the school, and the fourth lowest in Southwark overall.

*Table 8 Number and percentage of Global Ethnic Majority pupils at schools within 0.75 miles of St Mary Magdalene CE Primary School*

| School                 | Number of pupils |              | % of pupils  |              |
|------------------------|------------------|--------------|--------------|--------------|
|                        | GEM              | Non-GEM      | GEM %        | Non-GEM %    |
| St. Mary Magdalene     | 95               | 5            | 95.0%        | 5.0%         |
| Rye Oak                | 281              | 62           | 81.8%        | 18.1%        |
| John Donne             | 242              | 66           | 78.6%        | 21.4%        |
| Bellenden              | 184              | 30           | 86.0%        | 14.0%        |
| Hollydale              | 120              | 28           | 81.1%        | 18.9%        |
| The Belham             | 123              | 270          | 31.3%        | 68.7%        |
| St John's/Clements CE  | 173              | 188          | 47.9%        | 52.1%        |
| Harris Peckham Park    | 234              | 137          | 63.1%        | 36.9%        |
| St James/Great RC      | 226              | 3            | 98.7%        | 1.3%         |
| Planning Area (PA3)    | 2,866            | 667          | 81.1%        | 18.9%        |
| <b>Southwark Total</b> | <b>16,124</b>    | <b>5,470</b> | <b>74.7%</b> | <b>25.3%</b> |

71. GEM children here are defined as all pupils not enumerated as “White – British” or “Missing/Unknown” – Source Spring Census 2024. Numbers may not agree with current pupil numbers referred to elsewhere as these were the latest available comparable statistics.
72. Ultimately, the council aims to ensure the best possible education for all of our diverse communities, which may not be possible if the school were to remain open and not be capable of delivering a broad and balanced curriculum to the GEM pupils at the school because of low numbers of pupils and staff overall. Pupils would be moving to other schools of similar diversity in the area. Whilst a high number of GEM are affect that impact is mitigated.
73. In addition to the protected characteristics assessed in the EINA, consideration has been given to other factors including deprivation and English as an additional language.
74. A proxy for deprivation is the level of pupils eligible for free school meals (FSM), with higher levels generally being observed in more deprived areas. As regards free school meals eligibility (FSM), St Mary Magdalene CE Primary (SMMPS) compares to the Southwark and national averages as outlined below

| Type            | Percentage |
|-----------------|------------|
| SMMPS           | 50.0%      |
| Planning Area 3 | 41.2%      |
| Southwark       | 36.8%      |
| London          | 27.5%      |
| England & Wales | 25.1%      |

(Source: School Census 2024)

75. Whilst FSM eligibility at St Mary Magdalene CE Primary School is higher than the local, national and regional averages, the *actual* number of children at the school with FSM is very low - at 48 pupils, this is the second lowest in Southwark.
76. Another factor is English as an additional language that often features in the many diverse communities in Southwark. An indicator of diversity linked to race is “English as an Additional Language” (EAL). (SMMPS) compares to the

Southwark and national averages as outlined below

| Type            | Percentage |
|-----------------|------------|
| SMMPS           | 9.0%       |
| PA3             | 35.6%      |
| Southwark       | 37.4%      |
| London          | 44.1%      |
| England & Wales | 20.5%      |

(Source: *School Census 2024*)

77. These are some way below the average for London and the locality, and also the average for England. Of the 70 Southwark schools enumerated, St Mary Magdalene CE Primary School is 3rd lowest in terms of EAL, in the bottom decile.
78. No other substantive negative impacts in terms of equalities – including socio-economic - were identified, and therefore no further mitigations would be required.

### Health impact statement

79. As mentioned above, an equality impact statement has been completed for this proposal and is attached as **Appendix 2**. No negative impacts in terms of health were identified, and therefore no mitigations would be required.

### Climate change implications

80. Following the [council assembly meeting on the 14 July 2021](#), the council has now committed to considering the climate change implications of any decisions made. This report has not directly considered the impact of climate change in the main body of the report, as the recommendation will have a minimal effect on climate change.
81. As the numbers of pupils in the authority area falls, and the numbers of pupils attending schools reduce, then it is likely that less pupils will be travelling to schools, thereby potentially reducing travel (and carbon emissions) overall, and, where it is utilised, car use.
82. Reducing the number of school places will not directly enhance the environment and green space, nor will it create "green" jobs and businesses, or benefit sustainable energy or reduce waste, albeit that less pupils in a particular school could potentially use less energy and produce less waste.
83. No direct measures have been taken to reduce or enhance the impact on climate change as part of this work, as no substantive negative effects have been identified. Additionally, as no direct measures have been taken to reduce or enhance the impact on climate change as part of this work, no monitoring will be required.

### Resource implications

84. Surplus capacity in primary schools as a result of falling rolls impacts on school budgets and the resources available for education. The school building belongs to Church of England bodies rather than to the council, so the former would be



responsible for future costs of maintaining the site.

### Legal implications

85. The council's general duty in relation to securing sufficient school places in its area, and its functions in relation to making alterations to its existing maintained schools, is outlined in the [Education Act 1996](#) (as amended by the [Education and Inspections Act 2006](#)) and to “*ensure that a sufficient capacity of school places exist for children of statutory school age*”.
86. Where the council is considering a proposal to close a maintained school, the Lead Member is reminded that certain proposals will be subject to statutory notification and consultation procedures under [Education and Inspections Act 2006](#), as amended by the Education Act 2013 and the [School's Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013](#) and the [DfE Statutory Guidance, Opening and closing maintained schools. Statutory guidance for proposers and decision makers – October 2024](#).
87. Where the council is considering a proposal to close a maintained school, the Cabinet Member is reminded that certain proposals will be subject to statutory notification and consultation procedures under [Education and Inspections Act 2006](#), and regulations and guidance issued under that that act. The Cabinet Member is also reminded that the public sector equality duty under [section 149 Equality Act 2010](#), as set out in the community impact section of the report, applies to the exercise any of its functions.
88. In line with [Equality and Human Rights Commission guidance](#), an equality and health analysis has been undertaken to indicate the extent of any impact on those with protected characteristics.

### Financial Implications (including Human Resources)

89. [The Dedicated Schools Grant \(DSG\) Schools Block](#), is allocated to fund education provision in mainstream state funded schools and is calculated using pupil numbers and pupil characteristics. Consequently, there is expected to be minimal impact on the amount of the grant as a consequence of the closure.
90. Pupil numbers in St. Mary Magdalene CE Primary were projected to continue to fall in the next 5 years. St. Mary Magdalene CE Primary ended the 2023/24 financial year in a deficit of £72,458 and would face significant financial pressures from the fall in pupil roll.
91. This cumulative deficit for St. Mary Magdalene CE Primary is a concern as in order to improve standards the school might need additional investment. However, it might not be possible due to the school's current financial situation and the continually falling pupil numbers.
92. In addition to the ongoing expenditure incurred up to the point of potential closure, one off costs as a consequence of closure (e.g. redundancies, site security, uniforms for pupils transferring to other schools) will also be incurred.
93. The governors at the school are the employer of all staff at the school and will

follow formal staff redundancy processes in consultation with trade unions and staff as per their Restructure, Redeployment and Redundancy Policy should the decision be made to close the school.

## **Consultation**

94. Extensive consultation has been undertaken, as described in this report, in line with the statutory consultation processes and has involving all relevant stakeholders.

## **SUPPLEMENTARY ADVICE FROM OTHER OFFICERS**

### **Assistant Chief Executive - Governance and Assurance (RW: 10.6.25)**

95. The cabinet is being asked to approve proposals to close St. Mary Magdalene Church of England Primary School, a voluntary aided school maintained by the council.
96. A school closure is an executive decision of the council, which has been reserved in the council's constitution to be made by the Cabinet. A decision to close the school therefore has to be made by the Cabinet.
97. The closure has to be made in accordance with sections 15 and 16 and schedule 2 of the Education and Inspections Act 2006, and the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013.
98. The cabinet must also have regard to the statutory guidance "*Opening and closing maintained schools statutory guidance for proposers and decision-makers*" issued by the Department for Education (October 2024) when making a decision to close a maintained school.
99. Prior to any decision being made to close a school, there is a required period of statutory consultation, which has to be followed by the publication of proposals by the Council that the school be closed.
100. The initial consultation period took place from 11th February 2025 to 31st March 2025. Proposals were then published on 12 May 2025. Any person could send objections or comments to these proposals within four weeks of the date of publication. These four weeks are known as the representation period. The representation period ended on 9 June 2025.
101. When making its decision, the Cabinet should conscientiously take into account the outcomes of the consultation and representation period, including any objections and comments made therein. Details of these can be found in this report.
102. Cabinet should also take into account whether the Gunning principles have been complied with in relation to the consultation process that has been undertaken. These principles note it is important that the material provided to consultees include sufficient information to enable "intelligent consideration", that the council gave adequate time for responses and that the results of the

- consultation are properly considered and are taken into account before making a decision.
103. The 2006 Act prescribes that one of the following decisions has to be made in relation to the proposal to closure St Mary Magdalene Church of England Primary School:
    - a) reject the proposals
    - b) approve the proposals without modification
    - c) approve the proposals with such modifications as the cabinet thinks desirable after any relevant consultation.
  104. The Cabinet decision in relation to these proposals has to be made within two months of the close of the representation period. This period closed on 9 June 2024, so a decision has to be made by 9 August 2024.
  105. If a decision is not made within two months of the closure of the representation period then the matter will be referred to the School Adjudicator for them to make a decision.
  106. If the decision is made to approve the proposals to close the school, the 2006 Act requires this decision to be implemented by the council.
  107. The statutory guidance referred to above sets out considerations that should be made by the Council generally and Cabinet specifically when deciding on proposals to close a school including:
    - The information in the proposals set out in Appendix 4
    - Being satisfied that the council has carried out the statutory process satisfactorily
    - Giving due regard to all responses received during the consultation and representation period
    - Being satisfied there are sufficient surplus places elsewhere in the local area to accommodate displaced pupils and the likely supply and future demand for places in the medium and long term
    - The overall quality of alternative places in the area balanced with the need to reduce excessive capacity
    - The local context in which the proposals are being made, taking account the nature of the area, the age of the children involved and any alternative options for reducing excess surplus capacity
    - The impact of any proposal on local integration and community cohesion objectives
    - Will the decision unreasonably extend journey times or increase travel costs or result in too many children being prevented from being able to travel sustainably
    - The effect on the balance of denominational provision in the area including the pupils currently on roll and the medium and long term need for places
    - Is the school a focal point for family and community activity providing extended services for a range of users? If so, provision should be made for the pupils and their families to access similar services through their new schools or other means.

108. Cabinet also needs to apply the public sector equality duty in section 149 Equality Act 2010 in making this decision, which requires it to have due regard to the need to:
- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act*
  - b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it*
  - c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it. An equalities impact analysis has been produced and needs to be considered by the cabinet member in making this decision.*
109. Protected characteristics include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation.
110. An equalities impact analysis (EINA) has been produced at Appendix 2 and needs to be considered by the cabinet in making this decision.
111. The Cabinet also needs to have regard to the council's statutory duty under section 14 of the Education Act 1996 to secure that sufficient schools for providing primary and secondary education are available for their area. The schools available for an area shall not be regarded as sufficient for these purposes unless they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education.
112. "Appropriate education" means education which offers such variety of instruction and training as may be desirable in view of—(a) the pupils' different ages, abilities and aptitudes, and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
113. The report clarifies the availability of alternative schools in the event of the closure of St. Mary Magdalene Church of England Primary School.

### **Strategic Director of Resources**

114. The Strategic Director of Resources notes the proposal to close St Mary Magdalene CE Primary School. Maintained schools receive the majority of their funding via the Dedicated Schools Grant, which is broadly distributed on a per-pupil basis.
115. As a result, falling rolls over a period of time can result in significantly reduced grant income, which can impact the ability of a school to balance its budget whilst maintaining teaching and learning standards at the school. In the case of St Mary Magdalene CE Primary School, the financial strain due to falling rolls is compounded by its location where there are significant surplus places across the maintained school estate. Schools in financial difficulty contribute to wider financial stresses within the maintained schools estate and so it is important that the financial position of all schools are reviewed regularly to ensure they are living within their means.

116. [Section 22 of the Schools and Standards Framework Act \(SSFA\) 1998](#) sets out the Local Authority's responsibilities with respect to the funding of schools and includes a duty to defray all the expenses of maintaining a school. When a maintained school closes, any outstanding deficit falls to the council to be written off.
117. Whilst the financial management of maintained schools is delegated to their governing bodies, ultimate responsibility lies with the local authority and it is incumbent upon officers and members to ensure robust governance and controls are in place, both with respect to falling rolls and financial deficits, to limit any further exposure to financial risk arising from schools in deficit.

## **SUPPLEMENTARY ADVICE FROM OTHER OFFICERS**

### **Head of Procurement**

118. There were no procurement matters for consideration in this report.

### **Other Officers**

119. There were none.

## **REASONS FOR URGENCY**

120. The representation on closure must run for a period of four weeks and be complete prior to consideration by Cabinet on the 17 June 2025

## **REASONS FOR LATENESS**

121. Results from the consultation will be available from the 9 June 2025, four days after the dispatch date for Cabinet. To comply with internal governance procedures, this report is serving reasons for lateness in the event that the deadline for final submission for cabinet's main agenda is missed.

## **BACKGROUND DOCUMENTS**

| <b>Background Papers</b>  | <b>Held At</b>  | <b>Contact</b>                |
|---|---|-------------------------------|
| "Managing Falling School Rolls in London" – London Councils, January 2024   | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.londoncouncils.gov.uk/test-newsroom/2024/managing-falling-school-rolls-london">https://www.londoncouncils.gov.uk/test-newsroom/2024/managing-falling-school-rolls-london</a>   |   |                               |
| 'Keeping Education Strong: Strategy for future proofing primary schools and protecting the quality of education in Southwark', December 2022  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://moderngov.southwark.gov.uk/documents/s113486/Report">https://moderngov.southwark.gov.uk/documents/s113486/Report</a> <a href="#">Keeping Education Strong - Strategy for future proofing primary schools and protecting the .pdf</a> |   |                               |
| Appendix 6 – Pupil Place Planning Annexe to "Admission arrangements   | Education, 4 <sup>th</sup> Floor, Children's and Adults'  | Ric Euteneuer<br>07925 637558 |

| Background Papers   | Held At   | Contact                       |
|---|---|-------------------------------|
| for Community Primary Schools – September 2026”, February 2025  | Services, 160 Tooley Street, London, SE1 2QH  |                               |
| <a href="https://moderngov.southwark.gov.uk/documents/s124537/Appendix%206%20Pupil%20Place%20Planning%20Annexe.pdf">https://moderngov.southwark.gov.uk/documents/s124537/Appendix%206%20Pupil%20Place%20Planning%20Annexe.pdf</a>   |   |                               |
| Council Constitution, May 2024  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://moderngov.southwark.gov.uk/ieListDocuments.aspx?CId=425&amp;MId=8048&amp;Ver=4&amp;Info=1">https://moderngov.southwark.gov.uk/ieListDocuments.aspx?CId=425&amp;MId=8048&amp;Ver=4&amp;Info=1</a>   |   |                               |
| Opening and closing maintained schools Statutory guidance for proposers and decision makers October 2024  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://assets.publishing.service.gov.uk/media/66fd4f0a080bdf716392eccf/Opening_and_closing_maintained_schools_2024.pdf">https://assets.publishing.service.gov.uk/media/66fd4f0a080bdf716392eccf/Opening_and_closing_maintained_schools_2024.pdf</a>   |   |                               |
| School Admissions Code - Statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels. 2021 – DfE   | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School_Admissions_Code_2014_-_19_Dec.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School Admissions Code 2014 - 19 Dec.pdf</a>   |   |                               |
| Integrated Communities Government Action Plan, February 2019  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://assets.publishing.service.gov.uk/media/5c628e8bed915d043966be2f/Integrated_Communities_Strategy_Govt_Action_Plan.pdf">https://assets.publishing.service.gov.uk/media/5c628e8bed915d043966be2f/Integrated Communities Strategy Govt Action Plan.pdf</a>   |   |                               |
| The Essential Guide to the Public Sector Equality Duty – EHRC, July 2014  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf">https://www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf</a>   |   |                               |
| Education Act 1996, Section 14, HMSO, 1996  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/ukpga/1996/56/section/14">https://www.legislation.gov.uk/ukpga/1996/56/section/14</a>   |   |                               |
| The council's Approach to Equality, August 2022   | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://services.southwark.gov.uk/engagement-and-consultations/southwark-stands-together/reporting-back-on-progress?displaypref=default&amp;chapter=5&amp;chapter=9">https://services.southwark.gov.uk/engagement-and-consultations/southwark-stands-together/reporting-back-on-progress?displaypref=default&amp;chapter=5&amp;chapter=9</a> |   |                               |
| Dedicated Schools Grant 2024-25 Schools Funding Formula, December 2023  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.southwark.gov.uk/sites/default/files/2024-10/item_7_-_dedicated_schools_grant_2024-25_schools_funding_formula_14_december_2023_2.pdf">https://www.southwark.gov.uk/sites/default/files/2024-10/item_7_-_dedicated_schools_grant_2024-25_schools_funding_formula_14_december_2023_2.pdf</a>                                       |   |                               |
| Education and Inspections Act 2006 HMSO 2006  | Education, 4 <sup>th</sup> Floor, Children's and Adults' Services, 160 Tooley Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/ukpga/2006/40/contents">https://www.legislation.gov.uk/ukpga/2006/40/contents</a>   |   |                               |

| Background Papers   | Held At  | Contact                       |
|---|--|-------------------------------|
| School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013<br>HMSO, 2013  | Education, 4 <sup>th</sup> Floor,<br>Children's and Adults'<br>Services, 160 Tooley<br>Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/ukxi/2013/3109/contents/made">https://www.legislation.gov.uk/ukxi/2013/3109/contents/made</a>   |  |                               |
| Section 22 of the Schools and Standards Framework Act (SSFA) 1998, HMSO, 1998   | Education, 4 <sup>th</sup> Floor,<br>Children's and Adults'<br>Services, 160 Tooley<br>Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/ukpga/1998/31/section/22#:~:text=22%20Maintenance%20and%20other%20funding%20of%20schools.&amp;text=(b)the%20duty%20of%20making,the%20purposes%20of%20the%20school.&amp;text=(b)the%20duty%2C%20%5B,new%20premises%20for%20the%20school%5D.&amp;text=(b)the%20duty%2C%20%5BF7under%20any%20enactment%20of,new%20premises%20for%20the%20school%5D.">https://www.legislation.gov.uk/ukpga/1998/31/section/22#:~:text=22%20Maintenance%20and%20other%20funding%20of%20schools.&amp;text=(b)the%20duty%20of%20making,the%20purposes%20of%20the%20school.&amp;text=(b)the%20duty%2C%20%5B,new%20premises%20for%20the%20school%5D.&amp;text=(b)the%20duty%2C%20%5BF7under%20any%20enactment%20of,new%20premises%20for%20the%20school%5D.</a> |  |                               |
| Approval to commence consultation on the proposed closure of St Mary Magdalene CE Primary School from 31 August 2025, January 2025  | Education, 4 <sup>th</sup> Floor,<br>Children's and Adults'<br>Services, 160 Tooley<br>Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://moderngov.southwark.gov.uk/ieDecisionDetails.aspx?ID=8267">https://moderngov.southwark.gov.uk/ieDecisionDetails.aspx?ID=8267</a>   |  |                               |
| Equalities Act, 2010,<br>HMSO, 2010   | Education, 4 <sup>th</sup> Floor,<br>Children's and Adults'<br>Services, 160 Tooley<br>Street, London, SE1 2QH | Ric Euteneuer<br>07925 637558 |
| <a href="https://www.legislation.gov.uk/ukpga/2010/15/section/149">https://www.legislation.gov.uk/ukpga/2010/15/section/149</a>   |  |                               |

## APPENDICES

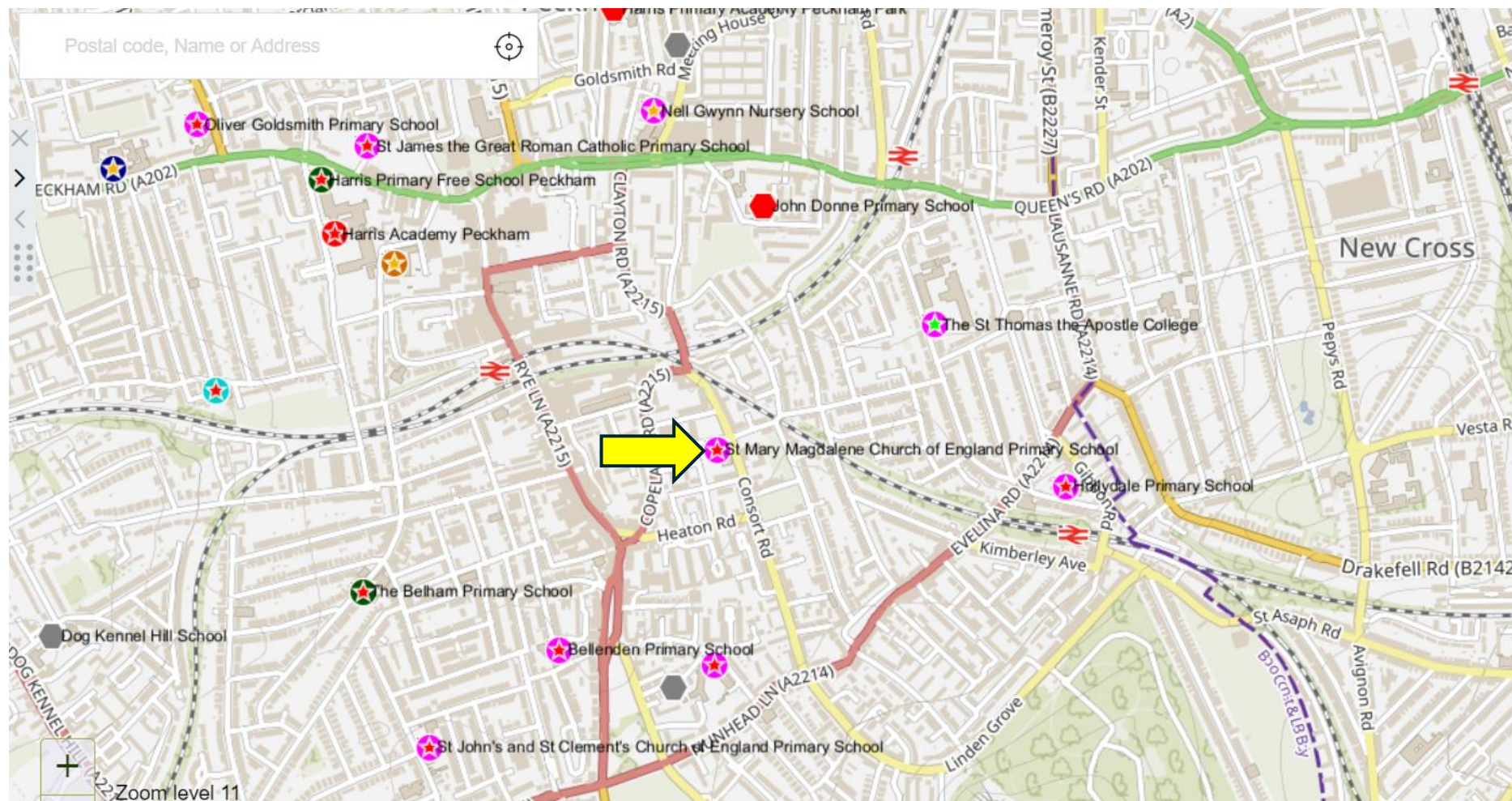
| Number      | Title   |
|-------------|---|
| Appendix 1a | location of St Mary Magdalene CE Primary School             |
| Appendix 1b | Heat Map showing distribution of pupils local to the school |
| Appendix 2  | Equality and Health Impact Assessment                       |
| Appendix 3  | Draft Statutory Notice for Closure                          |
| Appendix 4  | Draft Statutory Proposal                                    |
| Appendix 5  | Decision Flow Chart   |
| Appendix 6  | Quantitative analysis of survey results                     |



**AUDIT TRAIL**

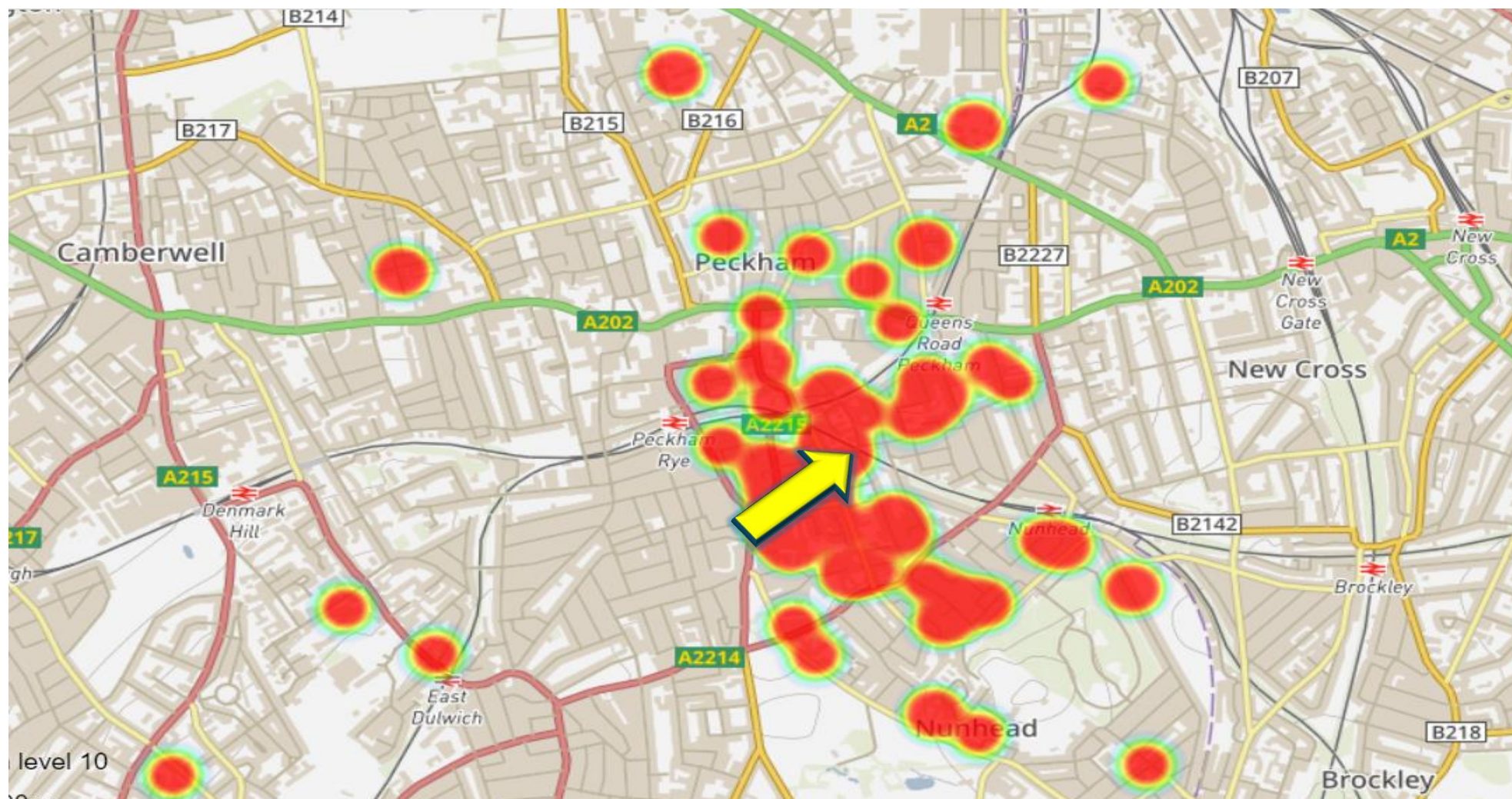
|  |   |                 |                   |
|--|---|-----------------|-------------------|
| Cabinet Member   | Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Young People, Education and Refugees |                 |                   |
| Lead Officer   | David Quirke-Thornton, Strategic Director of Children and Adult Services                                    |                 |                   |
| Report Author  | Ric Euteneuer, Planning & Strategy Officer ( <i>School Places</i> )   |                 |                   |
| Version  | Final   |                 |                   |
| Key Decision?  | Yes   |                 |                   |
| CONSULTATION WITH OTHER OFFICERS/DIRECTORATES/CABINET MEMBER |   |                 |                   |
| Officer Title  |   | Comments Sought | Comments Included |
| Assistant Chief Executive – Governance and Assurance         |   | Yes             | Yes               |
| Strategic Director of Resources                              |   | Yes             | Yes               |
| Cabinet Member   |   | Yes             | Yes               |
| Date final report sent to Constitutional Team                |   |                 | 11 June 2025      |

## APPENDIX 1A – LOCATION OF ST MARY MAGDALENE CE PRIMARY SCHOOL (YELLOW ARROW)





## APPENDIX 1B – HEAT MAP OF LOCATION OF PUPILS AT ST MARY MAGDALENE CE PRIMARY SCHOOL



## APPENDIX 2 – EQUALITY IMPACT AND NEEDS ASSESSMENT



***Equality Information  
Needs Analysis (EINA) for  
the closure of St. Mary  
Magdalene CE Primary  
School in August 2025***

*February 2025*

### Things to remember:

Under the Public Sector Equality Duty (PSED) public authorities are required to have due regard to the aims of the general equality duty when making decisions and when setting policies. Understanding the affect of the council's policies and practices on people with different protected characteristics is an important part of complying with the general equality duty. Under the PSED the council must ensure that:

- Decision-makers are aware of the general equality duty's requirements.
- The general equality duty is complied with before and at the time a particular policy is under consideration and when a decision is taken.
- They consciously consider the need to do the things set out in the aims of the general equality duty as an integral part of the decision-making process.
- They have sufficient information to understand the effects of the policy, or the way a function is carried out, on the aims set out in the general equality duty.
- They review policies or decisions, for example, if the make-up of service users changes, as the general equality duty is a continuing duty.
- They take responsibility for complying with the general equality duty in relation to all their relevant functions. Responsibility cannot be delegated to external organisations that are carrying out public functions on their behalf.
- They consciously consider the need to do the things set out in the aims of the general equality duty not only when a policy is developed and decided upon, but when it is being implemented.

Best practice guidance from the Equality and Human Rights Commission recommends that public bodies:

- Consider all the [protected characteristics](#) and all aims of the general equality duty (apart from in relation to marriage and civil partnership, where only the discrimination aim applies).
- Use equality analysis to inform policy as it develops to avoid unnecessary additional activity.
- Focus on the understanding the effects of a policy on equality and any actions needed as a result, not the production of a document.
- Consider how the time and effort involved should relate to the importance of the policy to equality.
- Think about steps to advance equality and good relations as well as eliminate discrimination.
- Use good evidence. Where it isn't available, take steps to gather it (where practical and proportionate).
- Use insights from engagement with employees, service users and others can help provide evidence for equality analysis.

Equality analysis should be referenced in community impact statements in Council reports. Community impact statements are a corporate requirement in all reports to the following meetings: the cabinet, individual decision makers, scrutiny, regulatory

committees and community councils. Community impact statements enable decision makers to identify more easily how a decision might affect different communities in Southwark and to consider any implications for equality and diversity.

The public will be able to view and scrutinise any equality analysis undertaken. Equality analysis should therefore be written in a clear and transparent way using plain English. Equality analysis may be published under the council's publishing of equality information, or be present with divisional/departmental/service business plans. These will be placed on the website for public view under the council's Publications Scheme. Equality analysis should be reviewed after a sensible period of time to see if business needs have changed and/or if the effects that were expected have occurred. If not then you will need to consider amending your policy accordingly. This does not mean repeating the equality analysis, but using the experience gained through implementation to check the findings and to make any necessary adjustments. Engagement with the community is recommended as part of the development of equality analysis. The council's Community Engagement Division and critical friend, the Forum for Equality and Human Rights in Southwark can assist with this (see section below on community engagement and [www.southwarkadvice.org.uk](http://www.southwarkadvice.org.uk)).

Whilst the equality analysis is being considered, Southwark council recommends considering Socio-Economic implications, as socio-economic inequalities have a strong influence on the environment we live and work in. As a major provider of services to Southwark residents, the council has a legal duty to reduce socio-economic inequalities and this is reflected in its values and aims. For this reason, the council recommends considering socio-economic impacts in all equality analyses, not forgetting to include identified potential mitigating actions. Similarly, it is important for the council to consider the impact of its policies and decisions in relation to tackling the climate emergency. This includes both the potential carbon emissions of a policy or decision and its potential effect on the borough's biodiversity. You are asked to consider the impact on climate of your policy and decision under discussion by competing the Climate impact section below.

## Section 1: Equality impact and needs analysis details

|   |                |  |     |                 |           |
|---|----------------|--|-----|-----------------|-----------|
| <b>Proposed policy/decision/business plan to which this equality analysis relates</b> |                | The proposed closure of St. Mary Magdalene CE Primary School on the 31 <sup>st</sup> August 2025 |     |                 |           |
| <b>Equality analysis author</b>   |                | Ric Euteneuer  |     |                 |           |
| <b>Strategic Director:</b>  |                | David Quirke-Thornton  |     |                 |           |
| <b>Department</b>   |                | Children & Adults  |     | <b>Division</b> | Education |
| <b>Period analysis undertaken</b>   |                | February 2025  |     |                 |           |
| <b>Date of review (if applicable)</b>   |                | Not applicable   |     |                 |           |
| <b>Sign-off</b>   | Alasdair Smith | <b>Position</b>  | DCS | <b>Date</b>     |           |



## Section 2: Brief description of policy/decision/business plan

### 2.1 Brief description of policy/decision/business plan

St. Mary Magdalene CE Primary School is a one form of entry (1FE) primary school, in the Nunhead locality. Since 2018, the school has struggled to fill at reception - the school has not been able to fill the 30 places it is able to admit each year. This academic year, 10 children initially took up Reception class places, 9 joined Reception the previous year, and only 10 families applied to Reception for 2024/25. This low level of admissions has had a considerable financial and organisational impact on the school over the years, which has led to a substantial and growing in year financial deficit, which is unsustainable and shows little prospect of being able to be addressed. Given the vacancy levels in the vicinity of the school, the consideration of closure proposals is recommended.

## Section 3: Overview of service users and key stakeholders consulted

### 3. Service users and stakeholders

|   |   |
|---|---|
| <b>Key users of the department or service</b>                                   | <ul style="list-style-type: none"> <li>• Children (2-11 years old) attending a primary, infants, juniors or attached nursery setting in Southwark</li> <li>• Parents, carers and families of those children.</li> <li>• School staff (teaching or non-teaching)</li> <li>• Governors of those schools</li> <li>• Local Authority departments (Children's Social Care, Education)</li> </ul>                               |
| <b>Key stakeholders were/are involved in this policy/decision/business plan</b> | <ul style="list-style-type: none"> <li>• Head teachers of all primary schools in Southwark</li> <li>• Governors of all primary schools in Southwark</li> <li>• Members of the council</li> <li>• Leadership teams in Education and Children's and Adults' services</li> <li>• Southwark Diocesan Board of Education</li> <li>• Finance, Sustainable development, Schools' HR, Legal, Communications colleagues</li> </ul> |

## Section 4: Pre-implementation equality impact and needs analysis

This section considers the potential impacts (positive and negative) on groups with 'protected characteristics', the equality information on which this analysis is based, any mitigating actions to be taken and importantly any improvement actions to promote equality and tackle inequalities. It is important to also understand impacts as including needs of different groups. **Due regard is about considering the needs of different protected characteristics in relation to each part of the duty as relevant and proportionate to the area at hand.**

An equality analysis also presents as an opportunity to improve services to meet diverse needs, promote equality, tackle inequalities and promote good community relations. It is not just about addressing negative impacts.

It is important to consider any actions which can be considered to advance equality of opportunity through positive actions, for example. The columns include societal issues (discrimination, exclusion, needs etc.) and socio-economic issues (levels of poverty, employment, income). As the two aspects are heavily interrelated it may not be practical to fill out both columns on all protected characteristics.

The aim is, however, to ensure that socio-economic issues are given special consideration, as it is the council's intention to reduce socio-economic inequalities in the borough. Key is also the link between protected characteristics and socio-economic disadvantage, including experiences of multiple disadvantage.

**Socio-economic disadvantage may arise from a range of factors, including:**

- *poverty*
- *health*
- *education*
- *limited social mobility*
- *housing*
- *a lack of expectations*
- *discrimination*
- *multiple disadvantage*

The public sector equality duty (**PSED**) requires us to find out about and give due consideration to the needs of different protected characteristics in relation to the three parts of the duty:

1. Eliminating discrimination, harassment and victimisation
2. Advancing equality of opportunity, including finding out about and meeting diverse needs of our local communities, addressing disadvantage and barriers to equal access; enabling all voices to be heard in our engagement and consultation undertaken; increasing the participation of under represented groups
3. Fostering good community relations; promoting good relations; to be a borough where all feel welcome, included, valued, safe and respected.

The PSED is now also further reinforced in the two additional Fairer Future For All values: that we will

- *Always work to make Southwark more equal and just*
- *Stand against all forms of discrimination and racism*



| <b>Age</b> - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).   |   |              |             |            |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
|--|---|--------------|-------------|------------|----|----|----|-------|-------|--------|----|----|----|----|----|----|----|-----|--------|----|----|----|----|----|----|----|-----|--------|----|----|----|----|----|----|----|-----|--------|----|----|----|----|----|----|----|-----|--------|---|----|----|----|----|---|----|----|--------|----|----|----|----|----|----|----|----|---|-----|------|------|-----|---|-----|-------|-----|------|------|-----|-----|-----|------|------|-------|-----|-----|------|------|-------|-----|-----|-----|-----|-------------|--------------|--------------|-------------|------------|
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>   | <b>Potential Socio-Economic impacts/needs/issues arising from socio-economic disadvantage (positive and negative)</b>   |              |             |            |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <p>The closure of St. Mary Magdalene CE Primary School could ostensibly reduce choice for parents wanting a religious education in the locality for their child. It could potentially affect all age groups from 4-11 (children) and parents/guardians (generally 18-50) differentially. This, however, does not take into account the</p> <p><i>i) reduction in pupils numbers and applications for the school</i></p> <p><i>ii) reduction in the births in the locality</i></p> <p><i>iii) the outmigration of children from the locality and Southwark as a whole</i></p> <p>Due to i), ii) and iii), there has been a considerable fall in demand for places at the school, and numbers have fallen to an extent that a 1 form entry (1FE) school is no longer viable to staff and run. Therefore, the loss of “choice” will largely be theoretical. Around 70% of the pupils at the schools live in the Rye Lane ward – there are 4 other primaries in the ward, 3 of them community schools</p>  | <p>As outlined in the adjacent “<i>potential impacts (positive and negative) of proposed policy</i>” column, the potential socio-economic impacts of closing the school as regards to age will be minimal. Closing the school will not effectively change the intake and relative demographics of the children attending other schools in the locality.</p> <p>As most of the pupils attending the school live locally, and this is the case with other local schools, the closure of St. Mary Magdalene CE Primary will not in itself change the local demographics or socio-economic profile.</p> |              |             |            |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <b>Equality information on which above analysis is based</b>   | <b>Socio-Economic data on which above analysis is based</b>   |              |             |            |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <p>i) The reduction of pupil numbers at the school is self-evident – there has been a near <b>43%</b> loss of pupils (<b>68</b> children) since 2019</p> <table><tr><th>Year</th><th>R</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>Total</th></tr><tr><td>2019/0</td><td>18</td><td>16</td><td>22</td><td>20</td><td>22</td><td>35</td><td>24</td><td>157</td></tr><tr><td>2020/1</td><td>13</td><td>17</td><td>15</td><td>22</td><td>18</td><td>23</td><td>36</td><td>144</td></tr><tr><td>2021/2</td><td>14</td><td>13</td><td>17</td><td>13</td><td>21</td><td>17</td><td>23</td><td>118</td></tr><tr><td>2022/3</td><td>20</td><td>10</td><td>14</td><td>17</td><td>12</td><td>22</td><td>18</td><td>113</td></tr><tr><td>2023/4</td><td>9</td><td>18</td><td>12</td><td>13</td><td>16</td><td>9</td><td>21</td><td>98</td></tr><tr><td>2024/5</td><td>10</td><td>10</td><td>17</td><td>13</td><td>13</td><td>16</td><td>10</td><td>89</td></tr></table> <p>(Source, School Censuses 2019/0-24/5)</p> <p>In terms of applications for the school, the numbers show a steep fall overall both in terms of first choices and choices overall</p> | Year  | R            | 1           | 2          | 3  | 4  | 5  | 6     | Total | 2019/0 | 18 | 16 | 22 | 20 | 22 | 35 | 24 | 157 | 2020/1 | 13 | 17 | 15 | 22 | 18 | 23 | 36 | 144 | 2021/2 | 14 | 13 | 17 | 13 | 21 | 17 | 23 | 118 | 2022/3 | 20 | 10 | 14 | 17 | 12 | 22 | 18 | 113 | 2023/4 | 9 | 18 | 12 | 13 | 16 | 9 | 21 | 98 | 2024/5 | 10 | 10 | 17 | 13 | 13 | 16 | 10 | 89 | <p>The Rye Lane ward Census 2021 data shows that the same percentage of the population aged 0-19 lives in the ward (<b>21%</b>) than live in the borough (<b>21%</b>).The under 4 component of the ward population has fallen by 281 (26%) since 2011, and the 5-9 cohort by 191 children (<b>21%</b>). Overall, under 19s have fallen by <b>9%</b> since the last census.</p> <table><tr><th>Age</th><th>2011</th><th>2021</th><th>+/-</th><th>%</th></tr><tr><td>0-4</td><td>1,082</td><td>801</td><td>-281</td><td>-26%</td></tr><tr><td>5-9</td><td>909</td><td>718</td><td>-191</td><td>-21%</td></tr><tr><td>10-14</td><td>738</td><td>855</td><td>+117</td><td>+16%</td></tr><tr><td>15-19</td><td>735</td><td>792</td><td>+57</td><td>+8%</td></tr><tr><td><b>0-19</b></td><td><b>3,464</b></td><td><b>3,166</b></td><td><b>-298</b></td><td><b>-9%</b></td></tr></table> <p>(Source ONS Census 2021)</p> | Age | 2011 | 2021 | +/- | % | 0-4 | 1,082 | 801 | -281 | -26% | 5-9 | 909 | 718 | -191 | -21% | 10-14 | 738 | 855 | +117 | +16% | 15-19 | 735 | 792 | +57 | +8% | <b>0-19</b> | <b>3,464</b> | <b>3,166</b> | <b>-298</b> | <b>-9%</b> |
| Year   | R   | 1            | 2           | 3          | 4  | 5  | 6  | Total |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2019/0   | 18  | 16           | 22          | 20         | 22 | 35 | 24 | 157   |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2020/1   | 13  | 17           | 15          | 22         | 18 | 23 | 36 | 144   |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2021/2   | 14  | 13           | 17          | 13         | 21 | 17 | 23 | 118   |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2022/3   | 20  | 10           | 14          | 17         | 12 | 22 | 18 | 113   |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2023/4   | 9   | 18           | 12          | 13         | 16 | 9  | 21 | 98    |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 2024/5   | 10  | 10           | 17          | 13         | 13 | 16 | 10 | 89    |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| Age  | 2011  | 2021         | +/-         | %          |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 0-4  | 1,082   | 801          | -281        | -26%       |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 5-9  | 909   | 718          | -191        | -21%       |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 10-14  | 738   | 855          | +117        | +16%       |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| 15-19  | 735   | 792          | +57         | +8%        |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |
| <b>0-19</b>  | <b>3,464</b>  | <b>3,166</b> | <b>-298</b> | <b>-9%</b> |    |    |    |       |       |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |    |    |    |    |    |    |    |     |        |   |    |    |    |    |   |    |    |        |    |    |    |    |    |    |    |    |   |     |      |      |     |   |     |       |     |      |      |     |     |     |      |      |       |     |     |      |      |       |     |     |     |     |             |              |              |             |            |

|                 |             |             |             |             |             |             |   |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|---|
| <b>Y</b>        | <b>2019</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023</b> | <b>2024</b> | Overall the under 19 component of the population has fallen and the 0-4 cohort are the future primary pupils in the ward, therefore it is likely that pupil numbers in this ward will continue to fall ( <i>Source, ONS Census 2021</i> ) |
| <b>r</b>        |             |             |             |             |             |             |   |
| 1 <sup>st</sup> | 20          | 21          | 12          | 8           | 8           | 10          |   |
| All             | 67          | 61          | 51          | 32          | 31          | 30          |   |

(*Source, Applications records - 2019-24*)

ii) the school is situated in the “Rye Lane” ward of the Council and takes the majority of its pupils from this and the Nunhead & Queen’s Road wards – **67%** of the pupils come from these two wards. A further 12% comes from other Peckham wards, and 4% each from Planning Areas 2 (Bermondsey & Rotherhithe), 4 (Camberwell) and 5 (Dulwich). 7% come from other LA – mainly Lewisham (3%). All of these localities have seen a reduction in births (including Lewisham) over the last 5 years, and this is projected to continue in the near future (*Source, School Census 2024, ONS Census and Birth data 2021-22*)

iii) In terms of outmigration, there has been net outmigration of pupils aged from 4-11 in recent years in Rye Lane ward, and this continues to be the case (GLA migration estimates, 2024)

**Net Flow by Year (2025)**  
5 Year (2022-based) Projection, Southwark - Rye Lane, All Persons aged 4 to 11

GLA City Intelligence  
Source: GLA City Intelligence  
Note: Age 90 means people aged 90+

**Mitigating and/or improvement actions to be taken**

As there have been no differential negative impacts relating to age identified, no mitigating or improvement actions are proposed.

|   |       |       |  |         |
|---|-------|-------|--|---------|
| <b>Disability</b> - A person has a disability if s/he has a physical or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Please note that under the PSED due regard includes: Giving due consideration in all relevant areas to "the steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities." This also includes the need to understand and focus on different needs/impacts arising from different disabilities. |       |       |  |         |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>  |       |       | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>   |         |
| The closure of St. Mary Magdalene CE Primary School will have some impact on children with disabilities as there is a risk of disruption to their education. The impact would be short term as the facilities, adaptations and services offered there for pupils (as well as staff) would be available at whichever schools to which they may move (Staff may not move to the same school as pupils) All children with EHCPs will be offered an alternative suitable placement to meet their needs  |       |       | There will be little or no potential socio-economic impacts arising from socio-economic disadvantage as regards disability, as schools in the locality are as accessible as St. Mary Magdalene CE Primary and there are numerous school within close travelling distance of the school |         |
| <b>Equality information on which above analysis is based</b>  |       |       | <b>Socio-economic data on which analysis is based</b>  |         |
| No central record of disability is maintained by the LA, but a proxy measure is the number of children with Education and Healthcare Plans (EHCPs), or children who have been identified as SEND Plus at a variety of geographies. St. Mary Magdalene CE Primary has a higher level of EHCPs nationally and Londonwide, in the main due to low pupil numbers. The SEND Support percentage is above local, regional and national averages.   |       |       | As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with disabilities, no data has been identified.   |         |
| Type  | SMM   | LBS   | LDN  | England |
| EHCP  | 8.0%  | 4.0%  | 4.1%   | 4.8%    |
| SEND Support  | 27.0% | 16.6% | 11.7%  | 13.6%   |
| (Source, School Census January 2024- <a href="#">EHCPs and SEN Support, DfE Statistics 2024</a> )   |       |       |  |         |
| In terms of staffing, no register of staff disability is maintained – disability does not form part of the selection process for staff recruitment or redundancy, so the closure is unlikely to affect disabled staff disproportionately. In England, in the 2021 Census, a smaller proportion but larger number of people were disabled (17.7%, 9.8 million), compared with 2011 (19.3%, 9.4 million). In Southwark, the prevalence is 18.6%, and in London, 15.8%, so Southwark has a higher than England and London average.   |       |       |  |         |
|   |       |       |  |         |

|  |   |
|--|---|
| <b>Mitigating and/or improvement actions to be taken</b>   |   |
| If the school closes, then the LA will work with children displaced by the closure to find an appropriate placement at the numerous schools with vacancies local to where they live, including those with EHCPs or classified as SEND plus. Individual support will be provided to children with disabilities including reviewing EHCPs and discussing transition arrangements between schools. No other differential negative impacts relating to disability have been identified, so no further mitigating or improvement actions are proposed in this category. |   |
| <b>Gender reassignment:</b><br>- The process of transitioning from one gender to another.<br><b>Gender Identity:</b> Gender identity is the personal sense of one's own gender. Gender identity can correlate with a person's recorded sex or can differ from it.  |   |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>   | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>  |
| Gender reassignment is unlikely to involve children of primary age. As regards staffing, gender reassignment would form no part of the recruitment or indeed the redeployment process, so would not negatively impact on staffing.   | There will be minimal socio-economic impacts/ needs/ issues arising from socio-economic disadvantage resulting from gender reassignment.  |
| <b>Equality information on which above analysis is based.</b>  | <b>Socio-economic data on which above analysis is based</b>   |
| Data is not collected for children, parents or carers on gender reassignment, though number is likely to be small. In the 2021 Census, 0.6% of the UK population identified themselves as not having the same gender they were born with. In London, this rose to 1.4%, and Southwark, 1.2%. ( <i>Source, ONS Census 2021</i> )  | As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with gender reassignment, no appropriate or useful data has been identified. |
| <b>Mitigating and/or improvement actions to be taken</b>   |   |
| As there have been no negative impacts relating to gender reassignment identified, no mitigating or improvement actions are proposed.  |   |
| <b>Marriage and civil partnership</b> – In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples  |   |

and must be treated the same as married couples on a wide range of legal matters.  
(Only to be considered in respect to the need to eliminate discrimination.)

| Potential impacts (positive and negative) of proposed policy/decision/business plan   | Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)  |         |      |   |          |      |         |      |           |      |        |      |   |
|---|--|---------|------|---|----------|------|---------|------|-----------|------|--------|------|---|
| <p>Marriage or civil partnership would not directly involve children of primary age, although they may be the children of married or unmarried parents or civil partners.</p> <p>The marital status of the parents or carers of school pupils forms no part of the admissions process, and children are admitted based on religious or distance criteria alone. As regards staffing, no records of the marital status of St. Mary Magdalene CE Primary staff are available but the marital or civil partnership status of a staff member or potential applicant would form no part of the recruitment or indeed any redeployment process, so would not negatively impact on staffing.</p>   | <p>As mentioned in the adjacent “potential impacts of the proposed policy”, the marital status of the parents or carers of school pupils forms no part of the admissions process.</p> <p>Children are admitted based on religious observance, sibling presence, medical needs or distance criteria alone. Therefore there are no realistic socio-economic impacts, needs or issues arising from socio-economic disadvantage relating to marital status</p> |         |      |   |          |      |         |      |           |      |        |      |   |
| Equality information on which above analysis is based   | Socio-economic data on which above analysis is based   |         |      |   |          |      |         |      |           |      |        |      |   |
| <p>No records are maintained on the marital or civil partnership status of parents &amp; carers, or staff members of St. Mary Magdalene CE Primary School, so it would be challenging to evidence any level of discrimination or disadvantage. Figures at a ward, borough, regional and national level for the percentage of the local population by marital and civil partnership status are given below.</p> <p>Rye Lane ward is slightly higher than the Southwark average, but some way adrift on London and England averages (<i>Source, ONS Census 2021</i>)</p> <table><tr><th>Area</th><th>%</th><th>Area</th><th>%</th></tr><tr><td>Rye Lane</td><td>28.8</td><td>England</td><td>44.5</td></tr><tr><td>Southwark</td><td>26.4</td><td>London</td><td>39.7</td></tr></table> | Area   | %       | Area | % | Rye Lane | 28.8 | England | 44.5 | Southwark | 26.4 | London | 39.7 | <p>As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with marital status, no appropriate or useful data has been identified.</p> |
| Area  | %  | Area    | %    |   |          |      |         |      |           |      |        |      |   |
| Rye Lane  | 28.8   | England | 44.5 |   |          |      |         |      |           |      |        |      |   |
| Southwark   | 26.4   | London  | 39.7 |   |          |      |         |      |           |      |        |      |   |
| Mitigating actions to be taken  |  |         |      |   |          |      |         |      |           |      |        |      |   |
| <p>As there have been no differential negative impacts relating to gender reassignment identified. no mitigating or improvement actions are proposed.</p>   |  |         |      |   |          |      |         |      |           |      |        |      |   |

| <b>Pregnancy and maternity</b> - Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.  |   |      |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
|--|---|------|-----|-----------|----|------|--------------|----|------|--------|----|------|---------|----|------|--|--|
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>   | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>  |      |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
| <p>Pregnancy and maternity are unlikely to directly involve children of primary age.</p> <p>As regards staffing, the pregnancy status of a staff member or potential applicant would form no part of the recruitment or indeed the redeployment process, so would not negatively impact on staffing.</p>   | <p>As mentioned in the adjacent “potential impacts of the proposed policy”, the pregnancy or maternity status of the parents or carers of school pupils forms no part of the admissions process, and children are admitted based on religious, sibling, medical/social need or distance criteria alone.</p> <p>Similarly, this status would not form part of the recruitment process. Therefore there are no realistic socio-economic impacts, needs or issues arising from socio-economic disadvantage relating to pregnancy or maternity status</p> |      |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
| <b>Equality information on which above analysis is based</b>   | <b>Socio-economic data on which above analysis is based</b>   |      |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
| <p>Fertility is measured at a range of rates and geographies by the ONS. These include the “GFR” and “TFR”. The “<i>General Fertility Rate (GFR)</i>” is the number of live births per 1,000 women aged 15-44. The Total Fertility Rate (TFR) is the number of births per woman aged 15-44</p> <table border="1"> <thead> <tr> <th>Area</th><th>GFR</th><th>TFR</th></tr> </thead> <tbody> <tr> <td>Southwark</td><td>44</td><td>1.14</td></tr> <tr> <td>Inner London</td><td>48</td><td>1.28</td></tr> <tr> <td>London</td><td>56</td><td>1.52</td></tr> <tr> <td>England</td><td>56</td><td>1.62</td></tr> </tbody> </table> <p>(Source, GLA/ONS 2021 (latest figures))</p> <p>From this, we can see Southwark has low fertility rate compared the rest of London and England. This is another explanation, together with outmigration – why pupil numbers in Southwark are falling.</p> | Area  | GFR  | TFR | Southwark | 44 | 1.14 | Inner London | 48 | 1.28 | London | 56 | 1.52 | England | 56 | 1.62 | <p>As there is no perceptible potential socio-economic impacts/needs/issues arising from socio-economic disadvantage for people with pregnancy or maternity status, no appropriate or useful data has been identified.</p> |  |
| Area   | GFR   | TFR  |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
| Southwark  | 44  | 1.14 |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
| Inner London   | 48  | 1.28 |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
| London   | 56  | 1.52 |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
| England  | 56  | 1.62 |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |
| <b>Mitigating and/or improvement actions to be taken</b>   |   |      |     |           |    |      |              |    |      |        |    |      |         |    |      |  |  |



| As there have been no negative impacts relating to pregnancy or maternity status identified, no mitigating or improvement actions are proposed.  |  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
|--|--|----------------------|--------------------|----|---------|-----|------------|-----|-----------|-----|-----------|-----|------------|-----|---------------------------|-----|---------------------|-----|-------------------|-----|---|
| <b>Race</b> - Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. N.B. Gypsy, Roma and Traveller are recognised racial groups and their needs should be considered alongside all others  |  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>   | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b> |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| <p>A potential impact of the proposed closure could be that the pupils from an ethnic minority background could be disproportionately affected. They could potentially be placed in less diverse schools than the school proposed for closure. Presently, the school is <b>95%</b> (i.e. non-White UK + Unknown/Missing). For the local ward (Rye Lane), the GEM population is <b>72%</b>. For the planning area the school is in (planning area 3 – PA3), the total percentage of GEM pupils are <b>75%</b>.</p> <p>As a whole, Southwark primary pupils are <b>75%</b> GEM. Southwark's population as a whole is <b>59%</b> GEM. Other local school where children would be likely to move to share a similar level of diversity. The high percentage of GEM pupils at St Mary Magdalene is in part a product of very low pupil numbers. The actual number of GEM pupils attending the school is lower than for nearby schools.</p> <table border="1"> <thead> <tr> <th>School</th><th>Number of GEM pupils</th></tr> </thead> <tbody> <tr> <td>St. Mary Magdalene</td><td>95</td></tr> <tr> <td>Rye Oak</td><td>281</td></tr> <tr> <td>John Donne</td><td>242</td></tr> <tr> <td>Bellenden</td><td>184</td></tr> <tr> <td>Hollydale</td><td>120</td></tr> <tr> <td>The Belham</td><td>123</td></tr> <tr> <td>St John' &amp; St Clements CE</td><td>173</td></tr> <tr> <td>Harris Peckham Park</td><td>234</td></tr> <tr> <td>St James/Great RC</td><td>226</td></tr> </tbody> </table> <p>There is no evidence therefore to show that closing the school would be likely to change the ethnic make-up of local alternative schools, as schools in the same planning area are as diverse as St. Mary Magdalene CE Primary. In terms of staffing, race would not form part of any recruitment or redeployment process arising from the closure.</p> | School   | Number of GEM pupils | St. Mary Magdalene | 95 | Rye Oak | 281 | John Donne | 242 | Bellenden | 184 | Hollydale | 120 | The Belham | 123 | St John' & St Clements CE | 173 | Harris Peckham Park | 234 | St James/Great RC | 226 | <p>A potential impact of the closure could be that the schools surrounding St Mary Magdalene would become more diverse socio-economically than it is at present.</p> <p>What is evident is that people in Southwark are having less children, and those that are tend to be from the families that have remained, and are the same socio-economic class as the present parents and carers – just fewer of them.</p> |
| School   | Number of GEM pupils   |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| St. Mary Magdalene   | 95   |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| Rye Oak  | 281  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| John Donne   | 242  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| Bellenden  | 184  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| Hollydale  | 120  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| The Belham   | 123  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| St John' & St Clements CE  | 173  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| Harris Peckham Park  | 234  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |
| St James/Great RC  | 226  |                      |                    |    |         |     |            |     |           |     |           |     |            |     |                           |     |                     |     |                   |     |   |

| Equality information on which above analysis is based  | Socio-economic data on which above analysis is based |                     |                   |                          |  |
|--|--|---------------------|-------------------|--------------------------|--|
| A table giving the relative percentages of the local population at schools and in the locality is given below. St. Mary Magdalene CE Primary's percentage of non-White British pupils is higher than the ward, planning area and Southwark primary pupil and population average. |  |                     |                   |                          |  |
| The School Census 2025 figures opposite show that the school population is at a similar level of diversity as the (school) population at large.  |  |                     |                   |                          |  |
| Group  | St. Mary Magdalene CE                                | Rye Lane population | PA3 school pupils | Southwark primary pupils |  |
| Bangladeshi  | 0.0%   | 1.3%                | 1.6%              | 2.3%                     |  |
| Indian   | 0.0%   | 1.0%                | 0.5%              | 0.7%                     |  |
| Pakistani  | 0.0%   | 1.5%                | 0.7%              | 0.7%                     |  |
| Other Asian Background   | 1.0%   | 3.4%                | 1.6%              | 1.8%                     |  |
| Black African  | 30.0%  | 23.1%               | 24.8%             | 25.2%                    |  |
| Black Caribbean  | 11.0%  | 7.4%                | 6.1%              | 6.3%                     |  |
| Any Other Black Background   | 30.0%  | 4.6%                | 4.1%              | 5.2%                     |  |
| Chinese  | 0.0%   | 1.5%                | 1.0%              | 1.3%                     |  |
| Mixed - White & Black African  | 1.0%   | 1.4%                | 2.2%              | 2.2%                     |  |
| Mixed - White & Caribbean  | 0.0%   | 2.5%                | 3.4%              | 3.3%                     |  |
| Mixed - White & Asian  | 0.0%   | 1.3%                | 2.0%              | 1.7%                     |  |
| Any Other Mixed Background   | 18.0%  | 2.4%                | 7.0%              | 6.5%                     |  |
| White British  | 4.0%   | 27.0%               | 20.5%             | 21.1%                    |  |
| White Irish  | 0.0%   | 1.9%                | 0.5%              | 0.4%                     |  |
| Gypsy / Roma   | 0.0%   | 0.0%                | 0.1%              | 0.1%                     |  |
| Traveller of Irish Heritage  | 0.0%   | 0.3%                | 0.1%              | 0.1%                     |  |
| Any Other White Background   | 4.0%   | 10.9%               | 9.3%              | 9.3%                     |  |
| Any Other Ethnic Group   | 0.0%   | 9.3%                | 8.1%              | 7.7%                     |  |
| Unknown / Missing  | 1.0%   | 1.3%                | 4.8%              | 4.1%                     |  |
| GEM = Non-White UK+Missing 95.0% 71.7% 74.7% 74.8%<br>(Source, Pupil Census, 2024, ONS Census 2021)  |  |                     |                   |                          |  |
| Mitigating and/or improvement actions to be taken  |  |                     |                   |                          |  |
| As there have been no negative impacts relating to race identified, no mitigating or improvement actions are proposed.   |  |                     |                   |                          |  |



| <b>Religion and belief</b> - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.   |               |           |  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
|---|---------------|-----------|--|------|------|------|------|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|------|------|------|------|------|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|--|--|----------|---------------|-----------|-----------|-----|-----|----------|----|----|-------|----|-----|--------|----|----|--------|----|----|------|------|----|
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>  |               |           | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>   |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| <p>The removal of 30 places from a school with areligious foundation could potentially remove choice and the availability of religious primary places in Southwark and beyond</p> <p>Additionally, guidance when deciding this type of decision requires us to consider the balance of religious places in the borough. However the effect of a loss of 30 places (1FE) seen in the context of the overall number of religious places required is likely to be minimal. The take up of religious places has been falling in recent years, as indeed it has for non-religious. The LA is confident that all children presently attending St. Mary Magdalene CE Primary School who wish to continue in a school with a similar religious basis could be accommodated in alternative schools within a reasonable distance. As regards staffing, selection of staff for alternative employment is unlikely to be affected by the religion of the staff member, as, barring the Head and Deputy at certain faith-based schools, religious observance in an alternative Southwark or Lambeth school is not a requirement.</p>   |               |           | <p>Religious schools in the past have often had a markedly different intake to academy, foundation and community schools, socio-economically.</p> <p>This is no longer the case, and very often, voluntary aided schools are more diverse ethnically and socio-economically than community schools or academies</p> <p>The school is amongst the most diverse schools in Southwark</p> |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| <b>Equality information on which above analysis is based</b>  |               |           | <b>Socio-economic data on which above analysis is based</b>  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| <p>The percentages of religious/non-religious places (Non-VA) in Southwark are given in the table below, both before (2022 and 2023) and after the proposals in 2025. As a percentage of places this is as shown below. Figures <i>in italics</i> are estimates</p> <p>Secular places (Non-VA remain at around 70% throughout)</p> <table><tr><th>Type</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>VA</td><td>30%</td><td>29%</td><td>31%</td><td>31%</td></tr><tr><td>Non-VA</td><td>70%</td><td>71%</td><td>69%</td><td>69%</td></tr></table> <p>The percentage uptake of places are shown below.</p> <table><tr><th>Type</th><th>2022</th><th>2023</th><th>2024</th><th>2025</th></tr><tr><td>VA</td><td>25%</td><td>24%</td><td>24%</td><td>24%</td></tr><tr><td>Non-VA</td><td>75%</td><td>76%</td><td>76%</td><td>76%</td></tr></table> <p>As noted above, there is no requirement for staff to be of a particular religion or none and therefore no record of staff's religious belief is maintained. It is therefore unlikely that a school closure will have any discernible effect on secular/non-religious education in Southwark as regards staffing and as regards pupil choice. Similarly, any restructuring</p> |               |           | Type   | 2022 | 2023 | 2024 | 2025 | VA | 30% | 29% | 31% | 31% | Non-VA | 70% | 71% | 69% | 69% | Type | 2022 | 2023 | 2024 | 2025 | VA | 25% | 24% | 24% | 24% | Non-VA | 75% | 76% | 76% | 76% | <p>Religious parents may wish for a religious education, but this is unlikely to be based on socio economic background. The table below includes ward data on religious observance extracted from the 2021 Census. No religious register is kept of staff or pupils.</p> <p>(Source, ONS Census 2021)</p> <table><tr><th>Religion</th><th>Rye Lane Ward</th><th>Southwark</th></tr><tr><td>Christian</td><td>42%</td><td>46%</td></tr><tr><td>Buddhist</td><td>1%</td><td>1%</td></tr><tr><td>Hindu</td><td>1%</td><td>10%</td></tr><tr><td>Jewish</td><td>1%</td><td>0%</td></tr><tr><td>Muslim</td><td>8%</td><td>7%</td></tr><tr><td>Sikh</td><td>0.1%</td><td>0%</td></tr></table> |  | Religion | Rye Lane Ward | Southwark | Christian | 42% | 46% | Buddhist | 1% | 1% | Hindu | 1% | 10% | Jewish | 1% | 0% | Muslim | 8% | 7% | Sikh | 0.1% | 0% |
| Type  | 2022          | 2023      | 2024   | 2025 |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| VA  | 30%           | 29%       | 31%  | 31%  |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Non-VA  | 70%           | 71%       | 69%  | 69%  |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Type  | 2022          | 2023      | 2024   | 2025 |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| VA  | 25%           | 24%       | 24%  | 24%  |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Non-VA  | 75%           | 76%       | 76%  | 76%  |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Religion  | Rye Lane Ward | Southwark |  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Christian   | 42%           | 46%       |  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Buddhist  | 1%            | 1%        |  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Hindu   | 1%            | 10%       |  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Jewish  | 1%            | 0%        |  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Muslim  | 8%            | 7%        |  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |
| Sikh  | 0.1%          | 0%        |  |      |      |      |      |    |     |     |     |     |        |     |     |     |     |      |      |      |      |      |    |     |     |     |     |        |     |     |     |     |  |  |          |               |           |           |     |     |          |    |    |       |    |     |        |    |    |        |    |    |      |      |    |

|   |  |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
|---|--|----------|----------|----------|----------|----------|----------|---------------|---------------|---|---|---|----|---|---|---|---|----|---|---|---|---|---|---|---|---|----|---------------|----|----|----|----|----|----|----|----|--|--|--|
| as regards staff is also unlikely to have repercussions on any particular religious group or another  | Other/No religion/ not stated  | 41%      | 37%      |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| <b>Mitigating and/or improvement actions to be taken</b>  |  |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| As there have been no negative impacts relating to religion or belief identified, no mitigating or improvement actions are proposed.  |  |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| <b>Sex (Gender)</b> - A man or a woman.   |  |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| <b>Potential impacts (positive and negative) of proposed policy/decision/business plan; this also includes needs in relation to each part of the duty.</b>  | <b>Potential socio-economic impacts/ needs/issues arising from socio-economic disadvantage (positive and negative)</b>   |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| <p>If there was a significant imbalance in the provision or uptake of places at the school then the closure of the school may affect this. Prevalence of male to female pupils both at the school and in the locality are approaching 50:50, so the school closing will not have an effect on the mix of pupils in terms of gender. Similarly as regards staffing, a large proportion of the staff are female as is common in for primary schools of any type across the UK.</p> <p>Whilst more female teachers will be impacted, gender will not form part of the selection process of staff seeking alternative employment so no discernible differential effects as regards sex are expected.</p>  | <p>There are no potential socio-economic impacts or issues arising from disadvantage as regards the closure of the school with respect to the gender of pupils. As regards staffing, it could be that more female staff are affected, due to their prevalence in the workforce</p> |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| <b>Equality information on which above analysis is based</b>  | <b>Socio-economic data on which above analysis is based</b>  |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| <p>The percentage of girls to boys varies from year to year. At Y2 and Y3 there are more girls than boys, across other year groups more boys than girls or an equal number. Overall, numbers are 43% girls to 57% boys, though this varies on a year-to-year basis. Low numbers of pupils exaggerate the percentages</p> <table><tr><td><b>Sex</b></td><td><b>R</b></td><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td><td><b>4</b></td><td><b>5</b></td><td><b>6</b></td><td><b>Tot al</b></td></tr><tr><td>F</td><td>1</td><td>2</td><td>10</td><td>7</td><td>5</td><td>8</td><td>5</td><td>38</td></tr><tr><td>M</td><td>9</td><td>8</td><td>7</td><td>6</td><td>8</td><td>8</td><td>5</td><td>51</td></tr><tr><td><b>Tot al</b></td><td>10</td><td>10</td><td>17</td><td>13</td><td>13</td><td>16</td><td>10</td><td>89</td></tr></table> | <b>Sex</b>   | <b>R</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b>      | <b>Tot al</b> | F | 1 | 2 | 10 | 7 | 5 | 8 | 5 | 38 | M | 9 | 8 | 7 | 6 | 8 | 8 | 5 | 51 | <b>Tot al</b> | 10 | 10 | 17 | 13 | 13 | 16 | 10 | 89 | <p>No potential socio-economic impacts have been identified as regards the closure of the school with respect to sex of pupils or staff.</p> |  |  |
| <b>Sex</b>  | <b>R</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>Tot al</b> |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| F   | 1  | 2        | 10       | 7        | 5        | 8        | 5        | 38            |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| M   | 9  | 8        | 7        | 6        | 8        | 8        | 5        | 51            |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| <b>Tot al</b>   | 10   | 10       | 17       | 13       | 13       | 16       | 10       | 89            |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| <b>Mitigating and/or improvement actions to be taken</b>  |  |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |
| As there have been no negative impacts relating sex identified, no mitigating or improvement actions are proposed.  |  |          |          |          |          |          |          |               |               |   |   |   |    |   |   |   |   |    |   |   |   |   |   |   |   |   |    |               |    |    |    |    |    |    |    |    |  |  |  |



**Human Rights**

There are 16 rights in the Human Rights Act. Each one is called an Article. They are all taken from the European Convention on Human Rights. The Articles are The right to life, Freedom from torture, inhuman and degrading treatment, Freedom from forced labour, Right to Liberty, Fair trial, Retrospective penalties, Privacy, Freedom of conscience, Freedom of expression, Freedom of assembly, Marriage and family, Freedom from discrimination and the First Protocol

**Potential impacts (positive and negative) of proposed policy/decision/business plan**

In respect of the 16 rights listed, the proposal to close St. Mary Magdalene CE Primary will not affect any of those listed. This said, the "First Protocol", this states "*The first sentence of Article 2 of Protocol No. 1 guarantees an individual right to education. The second guarantees the right of parents to have their children educated in conformity with their religious and philosophical convictions*".

Closure of St. Mary Magdalene CE Primary School will not endanger this freedom, as there are numerous school places available in schools within walking distance of St. Mary Magdalene CE Primary, both religious and non-religious. This proposal will also not affect the rights of staff members.

**Information on which above analysis is based**

At the last census time (January 2025), there were 4,365 spare places in Southwark primary schools (25%), including 1,058 spare places in Planning Area 3 (24%) for each respectively. For non-religious education, there are other schools close to St. Mary Magdalene CE Primary with numerous spare places available - religious and non-religious

**Mitigating and/or improvement actions to be taken**

As there have been no negative impacts relating to human rights identified, no mitigating or improvement actions are proposed or required.

**Conclusions**

**Summary of main findings and conclusions of the overall equality impact and needs analysis for this area:**

**Section 5: Further actions and objectives****Further actions**

Based on the initial analysis above, please detail the key mitigating actions or the areas identified as requiring more detailed analysis.

A limited potential negative impact in terms of equalities has been identified as regards Disability - Special Educational Needs (SEND).

| Number | Description of issue                                  | Action   | Timeframe             |
|--------|---|--|-----------------------|
| 1      | Disruption in education of children with disabilities | Review EHC Plans and arrange transition to other provision suitable to child's needs | May – September 2025. |

**Equality objectives (for business plans)**

Based on the initial analysis above, please detail any equality objectives that you will set for your division/department/service. Under the objective and measure column please state whether this objective is an existing objective or a suggested addition to the Council Plan. **No negative impacts of the arrangements have been identified, so no mitigating actions are required, and no equality objectives will derive from these specific proposals.**

| Objective and measure   | Lead officer | Current performance (baseline) | Targets |        |
|---|--------------|--------------------------------|---------|--------|
|   |              |                                | Year 1  | Year 2 |
| N/A   | N/A          | N/A                            | N/A     | N/A    |
| <b>Health objectives (for business plans)</b>   |              |                                |         |        |
| Based on the initial analysis above, please detail any health objectives that you will set for your division/department/service. Under the objective and measure column please state whether this objective is an existing objective or a suggested addition to the Council Plan. |              |                                |         |        |
| <b>No negative impacts of the arrangements have been identified, so no mitigating actions are required, and no health objectives will derive from these specific proposals.</b>   |              |                                |         |        |
| Objective and measure   | Lead officer | Current performance (baseline) | Targets |        |
|   |              |                                | Year 1  | Year 2 |
| N/A   | N/A          | N/A                            | N/A     | N/A    |

## APPENDIX 3

# Statutory Notice



## Closure of St Mary Magdalene CE Primary School, 48 Brayards Road, London, SE15 3RA

Notice is given in accordance with section 15 of the Education and Inspections Act 2006 (as amended by the Education Act 2011) and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 that the London Borough of Southwark have published proposals to discontinue St Mary Magdalene CE Primary School with effect from 31<sup>st</sup> August 2025.

Should the decision to close St Mary Magdalene CE Primary School be taken, all children attending St Mary Magdalene CE Primary School would be offered places at alternative schools within Southwark, in line with parental preferences and/or within the area for September 2025. At the last school census, the school had 89 children on roll from years R to 6.

The London Borough of Southwark are publishing the proposals. Southwark's Cabinet will decide whether to implement the proposals and close St Mary Magdalene CE Primary School. The proposals are not related to any other school organisation proposals that have been or are about to be published. This notice is an extract of the complete proposals.

A copy of the proposal can be requested via email to: [questions.education@southwark.gov.uk](mailto:questions.education@southwark.gov.uk)

Within four weeks from the date of publication of this proposal, any person may object to or make comments on the proposal by

- a. Completing an online form at <https://engage.southwark.gov.uk/en-GB/projects/st-mary-magdalene>
- b. Emailing them to [questions.education@southwark.gov.uk](mailto:questions.education@southwark.gov.uk)
- c. Submitting them in writing to: Ric Euteneuer, Education Department, Children's & Adults' Services, Southwark Council, 160 Tooley Street, LONDON, SE1 2QH

Responses must be received by 5pm on the expiry date on the 9th June 2025

Alasdair Smith  
Director of Children and Families  
9<sup>th</sup> May 2025

### Explanatory Notes

Southwark Council will need to take the decision on whether or not to close St Mary Magdalene CE Primary School within two months of the end of the representation period. If the Council fails to take the decision within this time, it will pass all relevant material to the Office of the Schools Adjudicator (OSA), which will itself take the decision.





## APPENDIX 4

### Statutory Proposal - To close St Mary Magdalene CE Primary School

Southwark Council publishes these proposals under section 15(1) of the Education and Inspections Act 2006 to close St Mary Magdalene CE Primary with effect from 31<sup>st</sup> August 2025.

| Category  | Information   |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
|---|---|------|----|---|---|---|---|-------|---|-------|-------|---|---|----|---|---|---|---|----|------|---|---|---|---|---|---|---|----|
| 1. Contact details  |   |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| a. School contact details and category  | St Marv Maaddalene CE Primarv School's address is 48 Brayards Road, London, SE15 3RA<br><br>St Mary Magdalene CE Primary School's phone number is 020 7639 1724, and the school email is <a href="mailto:admin@smmsprimary.co.uk">admin@smmsprimary.co.uk</a>   |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| b. Local Authority contact details  | The London Borough of Southwark, 160 Tooley Street, LONDON, SE1 2QH. Phone number is 020 7525 5000  |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| 2. Implementation   |   |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| The date on which it is proposed to close the school or, where it is proposed that the closure be implemented in stages, the dates of and information about each stage.   | The closure of St Mary Magdalene CE Primary School is proposed on the 31 <sup>st</sup> August 2025.   |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| 3. Reason for closure   |   |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| 3. A statement explaining the reason why closure of the school is considered necessary.   | 3. The school has been a 1 Form of Entry (FE) school with a published admissions number (PAN) of 30 reception pupils since opening. The school took a 1FE bulge in September 2015 (due to an unexpected rise in applicants), who exited the school in August 2022. Despite this, rolls have remained low at the school. Reception numbers fell to 10 in 2024-25 preliminary figures show only 6 pupils for 2025/26 at reception. As school funding is based on the number of children on roll the resources available for education are reducing. It is a core principle of the council to protect Southwark's high quality of education - this may be compromised where the cost of teaching staff, equipment and enrichment activities become unaffordable. |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| 4. Pupil Numbers and Admissions   |   |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| 4. The numbers (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is currently made at the school. | 4. There is a pre-school/nursery at St Mary Magdalene CE Primary School containing 1 girl and 4 boys – 5 in total. St Mary Magdalene CE does not include any boarding pupils.<br><br>There are 89 Year R to 6 pupils on roll (as at January 2025 Census Day). There were 8 children with an EHCP and a further 27 identified for SEND Support in January 2025.<br><br>A breakdown of children on roll by age group in the compulsory age groups is shown in the table below   |      |    |   |   |   |   |       |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
|   | <table><tr><th>SMMS</th><th>R</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>Total</th></tr><tr><td>Girls</td><td>1</td><td>2</td><td>10</td><td>7</td><td>5</td><td>8</td><td>5</td><td>38</td></tr><tr><td>Boys</td><td>9</td><td>8</td><td>7</td><td>6</td><td>8</td><td>8</td><td>5</td><td>51</td></tr></table>   | SMMS | R  | 1 | 2 | 3 | 4 | 5     | 6 | Total | Girls | 1 | 2 | 10 | 7 | 5 | 8 | 5 | 38 | Boys | 9 | 8 | 7 | 6 | 8 | 8 | 5 | 51 |
| SMMS  | R   | 1    | 2  | 3 | 4 | 5 | 6 | Total |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| Girls   | 1   | 2    | 10 | 7 | 5 | 8 | 5 | 38    |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |
| Boys  | 9   | 8    | 7  | 6 | 8 | 8 | 5 | 51    |   |       |       |   |   |    |   |   |   |   |    |      |   |   |   |   |   |   |   |    |

| Category  | Information   |         |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
|---|---|---------|---------|---------|--------|--------|--------|-------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|-----------------|--|--|--|--|--|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|-------|---|-----|-----|-----|-----|
| 5 to 7. Displaced pupils  |   |         |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| 5. A statement and supporting evidence about the need for school places in the area including whether there is sufficient capacity to accommodate displaced pupils.                     | 5. Demand for reception places in the area has reduced dramatically in the last 5 years, and there were around 4,385 spare places (18%) across the borough and across all year groups at the last Census. St Mary Magdalene CE is situated in the Southwark's school place planning area 3 – (PA3) – “Peckham& Nunhead”, which comprises St Mary Magdalene CE and 11 other schools. Demand in this locality has decreased substantially, due to consistently falling birth rates, as well as a variety of socio-economic factor; this has led to fewer families living in the area. Reception and overall primary vacancies are given in the table below for the planning area  |         |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
|   | <table><tr><th>PA3 YR</th><th>2020/21</th><th>2021/22</th><th>2022/3</th><th>2023/4</th><th>2024/5</th></tr><tr><td>Place</td><td>750</td><td>690</td><td>660</td><td>600</td><td>600</td></tr><tr><td>Roll</td><td>540</td><td>518</td><td>495</td><td>472</td><td>434</td></tr><tr><td>Vacs</td><td>210</td><td>172</td><td>165</td><td>128</td><td>166</td></tr><tr><td>%</td><td>28%</td><td>25%</td><td>25%</td><td>21%</td><td>28%</td></tr></table> <table><tr><th colspan="6">PA3 Year R to 6</th></tr><tr><td>Place</td><td>5,474</td><td>5,310</td><td>5,220</td><td>4,530</td><td>4,395</td></tr><tr><td>Roll</td><td>4,056</td><td>3,858</td><td>3,627</td><td>3,493</td><td>3,330</td></tr><tr><td>Vacs</td><td>1,418</td><td>1,452</td><td>1,593</td><td>1,037</td><td>1,065</td></tr><tr><td>%</td><td>26%</td><td>27%</td><td>31%</td><td>23%</td><td>24%</td></tr></table>   | PA3 YR  | 2020/21 | 2021/22 | 2022/3 | 2023/4 | 2024/5 | Place | 750 | 690 | 660 | 600 | 600 | Roll | 540 | 518 | 495 | 472 | 434 | Vacs | 210 | 172 | 165 | 128 | 166 | % | 28% | 25% | 25% | 21% | 28% | PA3 Year R to 6 |  |  |  |  |  | Place | 5,474 | 5,310 | 5,220 | 4,530 | 4,395 | Roll | 4,056 | 3,858 | 3,627 | 3,493 | 3,330 | Vacs | 1,418 | 1,452 | 1,593 | 1,037 | 1,065 | % | 26% | 27% | 31% | 23% |
| PA3 YR  | 2020/21   | 2021/22 | 2022/3  | 2023/4  | 2024/5 |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| Place   | 750   | 690     | 660     | 600     | 600    |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| Roll  | 540   | 518     | 495     | 472     | 434    |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| Vacs  | 210   | 172     | 165     | 128     | 166    |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| %   | 28%   | 25%     | 25%     | 21%     | 28%    |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| PA3 Year R to 6   |   |         |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| Place   | 5,474   | 5,310   | 5,220   | 4,530   | 4,395  |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| Roll  | 4,056   | 3,858   | 3,627   | 3,493   | 3,330  |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| Vacs  | 1,418   | 1,452   | 1,593   | 1,037   | 1,065  |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| %   | 26%   | 27%     | 31%     | 23%     | 24%    |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| 6. Details of the schools or further education colleges at which pupils at the school to be discontinued will be offered places, including  | 6. There are currently 767 vacant places across year groups in 10 Southwark schools which are within 0.75 miles of the school (870 including the 2 Lambeth schools within the same distance), many times the existing numbers on roll. Presently there are 89 reception places vacant at these Southwark schools – 3 times the PAN of the school. There will be – minus the 18 Y6 leaving for secondary school – around 70 pupils in years 1 to 5 at St Mary Magdalene CE who could potentially transfer to St Mary Magdalene CE. There are around 4,385 vacancies (18%) in total across years R to 6 at Southwark primary schools which indicates there is sufficient capacity to accommodate pupils, subject to parental preferences made through the in year admissions process. The School Admissions Team at Southwark Council can provide information and contact details for schools; they can be contacted at the following email address: <a href="mailto:schooladmissions@southwark.gov.uk">schooladmissions@southwark.gov.uk</a> |         |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| 6(a) any interim arrangements   | 6a) there are no interim arrangements required  |         |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |
| 6 (b)the provision that is to be made for those pupils who receive educational provision recognised by the local authority as reserved for children with special educational needs; and | 6b) there is no SEND specialist reserved provision at this school - this section does not apply. As at January 2025, there are 8 children with EHCPs at the school – transition arrangements for these children into alternative schools are being managed by caseworkers on the Southwark Council's Special Educational Needs and Disability (SEND) team to ensure appropriate placements are made.  |         |         |         |        |        |        |       |     |     |     |     |     |      |     |     |     |     |     |      |     |     |     |     |     |   |     |     |     |     |     |                 |  |  |  |  |  |       |       |       |       |       |       |      |       |       |       |       |       |      |       |       |       |       |       |   |     |     |     |     |



| Category  | Information  |
|---|--|
| <p>6 (c) in the case of special schools, the alternative provision made by local authorities other than the local authority which maintain the school.</p> <p>7. Details of any other measures proposed to be taken to increase the number of school or FE places available in consequence of the proposed discontinuance</p> | <p>6c) St Mary Magdalene CE is not a special school, so this does not apply</p> <p>7. There is no need for additional places to be provided in order to accommodate the children displaced by the closure of St Mary Magdalene CE Primary School, as there are currently, over 4,860 spare places across all year groups in Southwark to accommodate displaced pupils.</p>   |
| <b>8. Impact on the community</b>   |  |
| <p>8. A statement and supporting evidence about the impact on the community of the closure of the school and any measures proposed to mitigate any adverse impact.</p>  | <p>8. The decision to propose closure of St Mary Magdalene CE Primary School has been taken to protect the education of children attending the school, and ensure that, should the school close, they can have a managed transition to another primary school. Southwark Council acknowledge that the closure of any school will have an impact on the community and be deeply felt by many families/local residents due to the significant, community links and emotional ties developed and held by generations at St Mary Magdalene CE Primary School. However, given the level of capacity at across Southwark as a whole, families will be able to access alternative school places in the community.</p> <p>The closure of the St Mary Magdalene CE site may enable some of the surrounding schools with low rolls to strengthen their intake and as a result, to become more financially viable. No mitigation will be required because of the availability of alternative school places at other schools in the local community.</p> |
| <b>9. Rural primary schools</b>   |  |
| <p>9. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15, a statement that the local authority or the governing body (as the case may be) considered section 15(4).</p>  | <p>9. The Rye Lane ward where the schools are situated is not in an area that has been classified as "rural", nor has it been designated as such by an order made for the purposes of section 15.</p>  |

| Category  | Information  |
|---|--|
| <b>10. Balance of denominational provision</b>  |  |
| 10. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.  | 10. The school is a Church of England School. Given the low numbers of pupils attending the school, the low percentage of pupils attending the school on a religious basis and the fact the school is a 1FE school, there will be little effect on balance of denominational provision in the area or parental choice. |
| <b>11. Maintained nursery schools</b>   |  |
| 11. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out<br>(a) the local authority's assessment of the quality and quantity of the alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and<br><br>(b) the accessibility and convenience of replacement provision for local parents. | 11. The school is not a "maintained nursery school", so this does not apply<br><br>(a) Not applicable<br><br><br><br><br><br><br><br><br><br>(b) Not applicable  |
| <b>12. Sixth form provision</b>   |  |
| 12. Where the school proposed to be discontinued provides sixth form education, the effect for 16 to 19 year olds in the area that the closure will have in respect of<br><br>(a) their educational or training achievements;<br>(b) their participation in education or training; and  | 12. St Mary Magdalene CE Primary Schools does not include sixth form provision, therefore this section does not apply.<br><br><br><br><br><br><br><br><br><br>(a) Not applicable<br><br><br><br>(b) Not applicable   |

| Category  | Information   |
|---|---|
| (c) the range of educational or training opportunities available to them.   | (c) Not applicable  |
| <b>13. Special Educational Needs Provision</b>  |   |
| 13. Where existing provision that is recognised by the local authority as reserved for pupils with special educational needs is being discontinued, a statement as to how the local authority or the governing body (as the case may be) believe the proposals are likely to lead to improvements in the standard, quality and/or range of the educational provision for these children | 13. There is no site specific special educational needs provision reserved for SEND pupils at St Mary Magdalene CE so no specialist provision is proposed for discontinuation.  |
| <b>14-15 Travel</b>   |   |
| 14. Details of length and journeys to alternative provision.  | 14. Every parent will be able to make a preference for an alternative school inside or outside this area. The commuting distance of children, currently attending St Mary Magdalene CE is not likely to be substantively affected as they transition into alternative schools. It is therefore not expected that journeys to and from alternative schools provided will be lengthier than at present due to availability but longer journeys may occur as a result of parental preference of schools outside of the local area. |
| 15. The proposed arrangements for travel of displaced pupils to other schools including how the proposed arrangements will mitigate against increased car use.  | 15. As outlined above, the pupils displaced by the school closure may not be unduly inconvenienced by lengthier travel; there are numerous alternative places available. This would help to mitigate against any increase in car use, as no more car journeys will be necessary than at present.  |
| <b>Making objections to or comments on these proposals</b>  | <p>Within four weeks from the date of publication of these proposals, by 5 pm on 9<sup>th</sup> <b>June 2025</b> any person may object to or make comments on the proposals or, request a paper copy of the proposal by emailing</p> <p><a href="mailto:questions.education@southwark.gov.uk">questions.education@southwark.gov.uk</a></p> <p>or by post to: <i>Ric Euteneuer, Children's Services, Southwark Council, 160 Tooley Street, London SE1 2QH</i></p>  |

Signed  
 Alasdair Smith,  
 Director of Children Services, 15<sup>th</sup> April 2025

## DECISION FLOW CHART

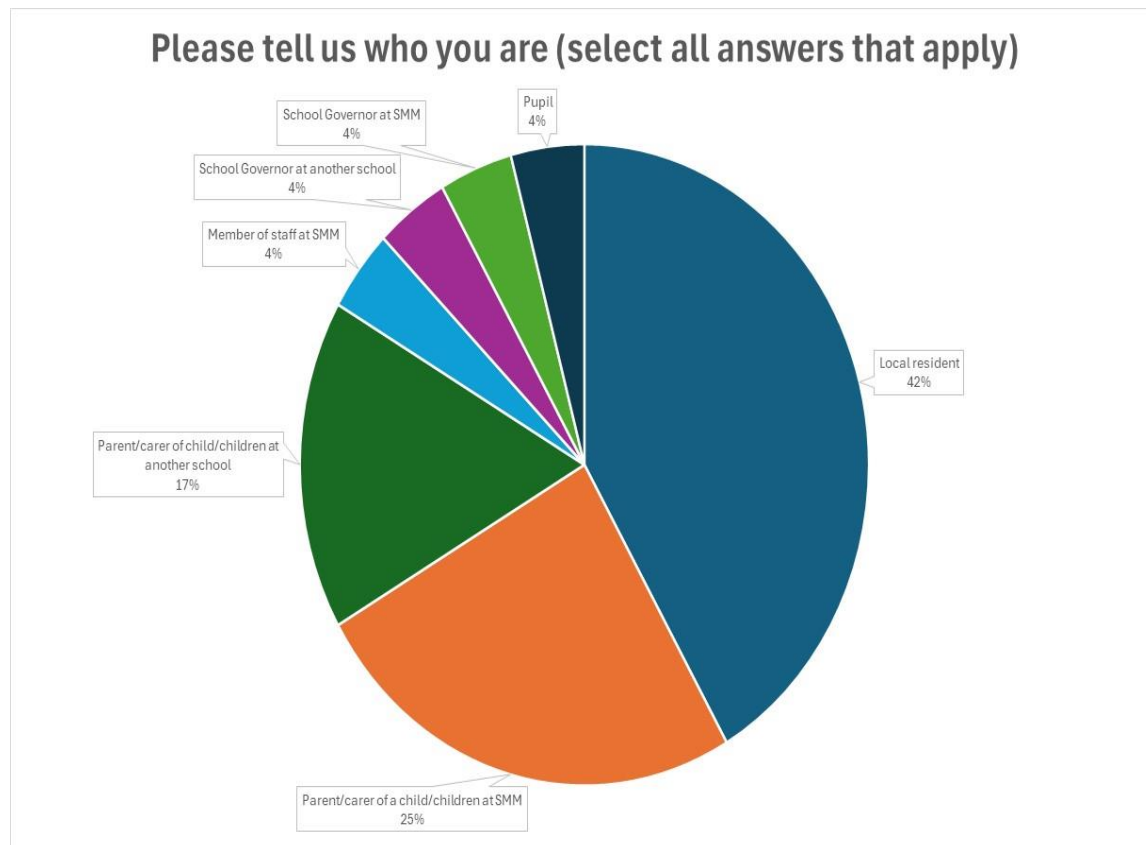
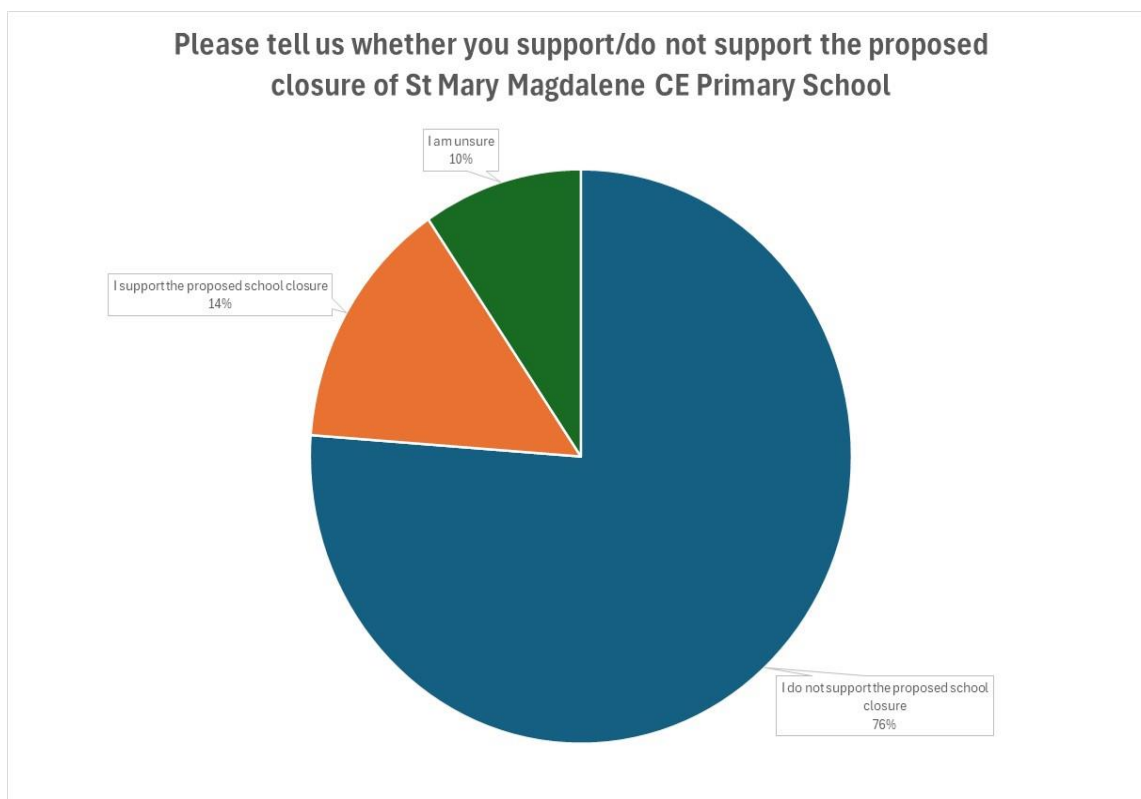
## APPENDIX 5

### Proposed closure of St. Mary Magdalene CE Primary School

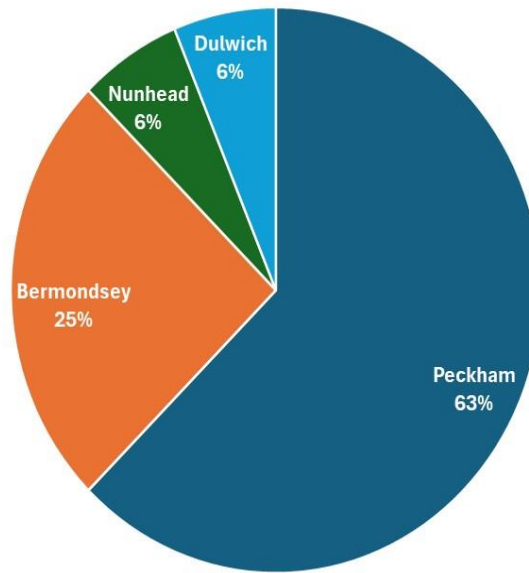
| Process stage  | Key Dates   | Comment  |
|--|---|--|
| i) Cabinet member decision (IDM) agreeing to statutory consultation  | January 2025  | <b>COMPLETE</b>  |
| ii) Statutory consultation period<br><br>Stage 1 of statutory guidance                                       | 11 <sup>th</sup> February 2025 to 31 <sup>st</sup> March 2025 | 7 weeks including a week of half term. <b>COMPLETE</b><br><br>"At least 4 weeks" consultation specified in DfE guidance.   |
| iii) Second IDM decision agreeing to publish statutory proposals   | 25 <sup>th</sup> April 2025                                   | <b>COMPLETE</b><br><br>Subject to call-in by Overview & Scrutiny Committee – 10 days   |
| iv) Publication of statutory proposals and representation period<br><br>Stages 2 and 3 of statutory guidance | 12 <sup>th</sup> May 2025 to 9 <sup>th</sup> June 2025        | <b>COMPLETE</b><br><br>Representation period must last for 4 weeks - and will need to be largely in term time - Publication in local press and if possible, on the LA and school websites  |
| v) Cabinet final decision following statutory proposals<br><br>Stage 4 of statutory guidance                 | 17 <sup>th</sup> June 2025                                    | Cabinet decision must be within 2 months of the end of the representation period, by 9 <sup>th</sup> August 2025, otherwise this is referred to the Office of the Schools Adjudicator (OSA). Subject to call-in by Overview & Scrutiny Committee – 10 days |
| vi) Implementation<br><br>Stage 5 of statutory guidance  | 31 <sup>st</sup> August 2025                                  | Should be within 2 years of decision   |

**QUANTITATIVE ANALYSIS OF SURVEY RESULTS****APPENDIX 6**

There were 24 responses to the consultation. The answers to the individual questions were as follows



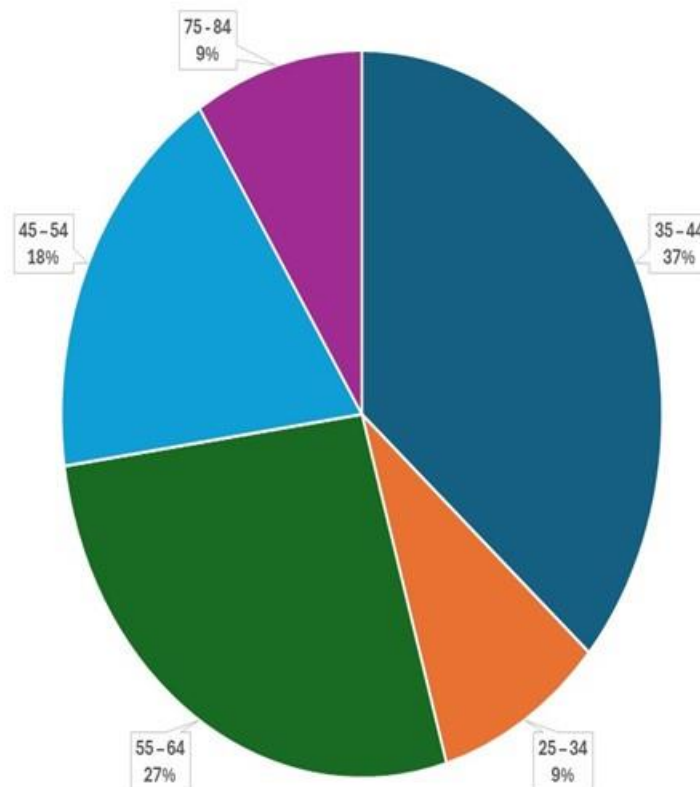
If you live in Southwark, which community area do you live in?



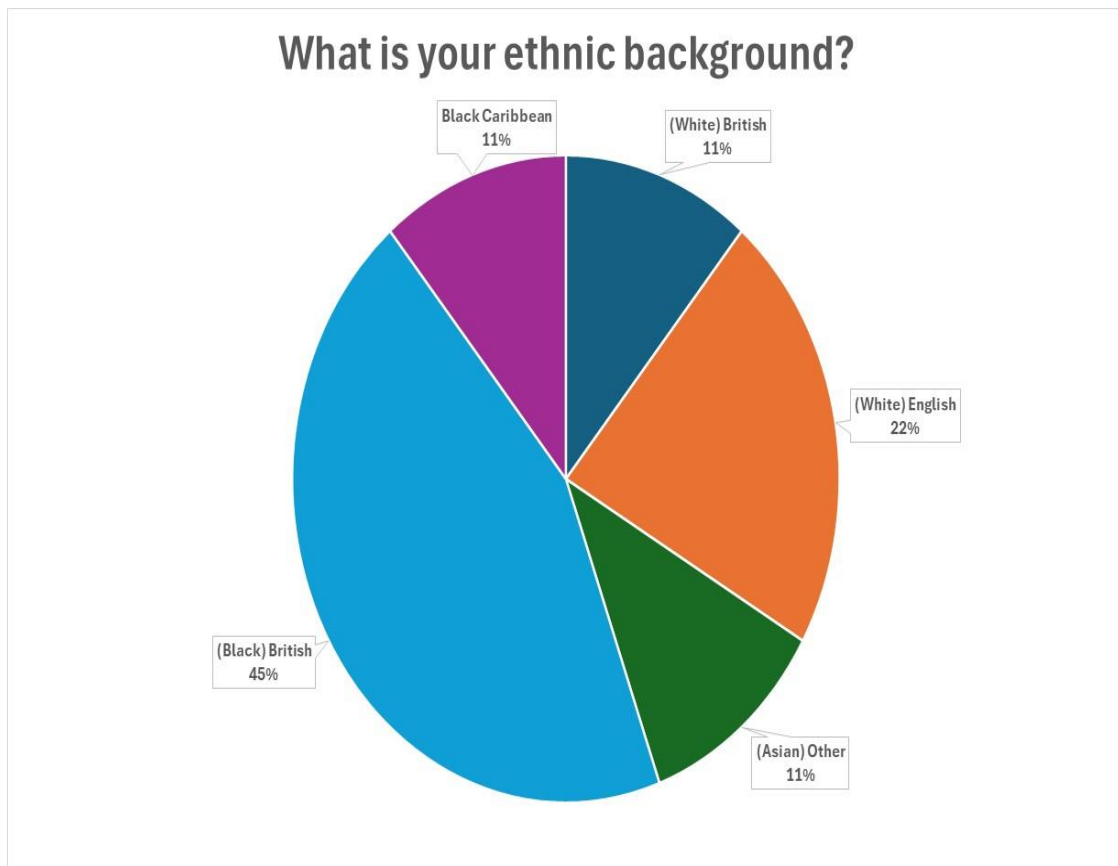
### Equalities questions

#### Age

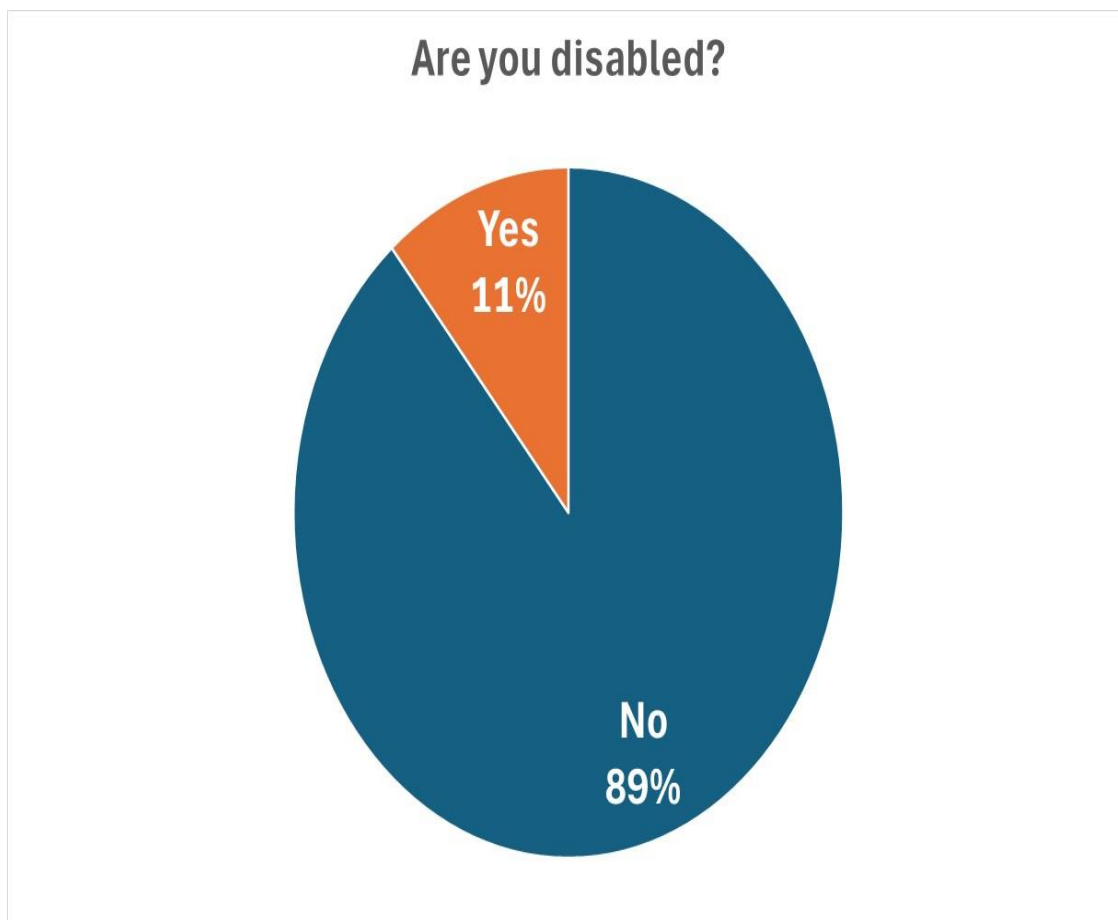
#### Age Group

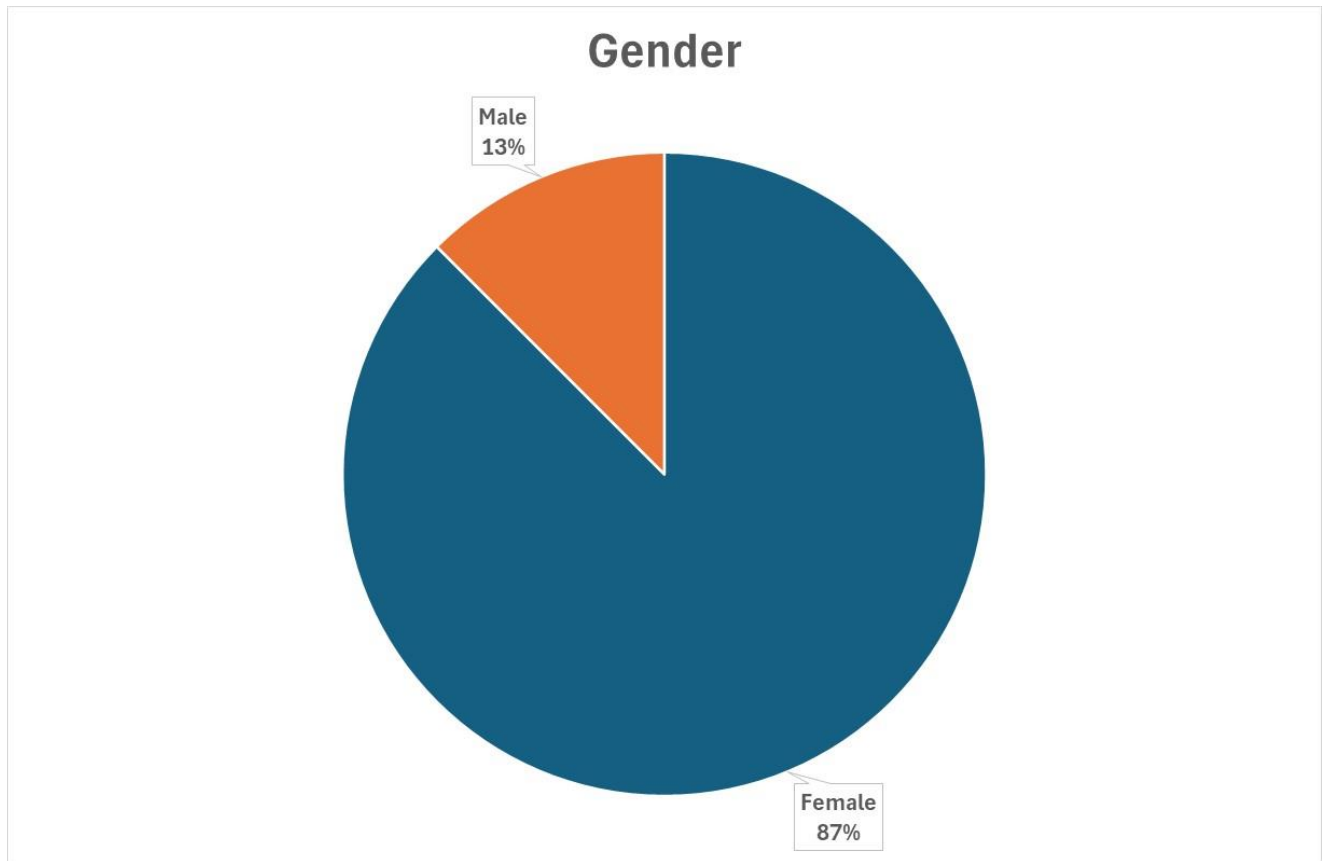


## Ethnicity



## Disability



**Gender - What is your sex as recorded at birth?**



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**MUNICIPAL YEAR 2024-25**

Original held by Constitutional Team; all amendments/queries to [Paula.thornton@southwark.gov.uk](mailto:Paula.thornton@southwark.gov.uk)

| Name   | No of copies | Name                                   | No of copies |
|--|--------------|--|--------------|
| <b>Members (paper copies)</b>                              |              | <b>Officers (paper copies)</b>         |              |
| Kieron Williams  | 1            | Althea Loderick                        | 1            |
| Jasmine Ali  | 1            | Clive Palfreyman                       | 1            |
| Natasha Ennin  | 1            | David Quirke-Thornton                  | 1            |
|  |              | Aled Richards                          | 1            |
|  |              | Hakeem Osinaike                        | 1            |
|  |              | Darren Summers                         | 1            |
| <b><u>Members - ELECTRONIC VERSIONS (NO HARD COPY)</u></b> |              |  |              |
| Evelyn Akoto   |              | Doreen Forrester-Brown                 | 1            |
| John Batteson  |              | Rhona Cadenhead                        | 1            |
| Stephanie Cryan  |              | <b>Officers</b>                        |              |
| Helen Dennis   |              |  |              |
| James McAsh  |              | Sarah Feasey                           | 1            |
| Sarah King   |              |  |              |
| Portia Mwangangye  |              |  |              |
| Ian Wingfield  |              | Paula Thornton, Constitutional Officer | 5            |
| Suzanne Abachor  |              |  |              |
| Cassandra Brown  |              |  |              |
| Victor Chamberlain   |              |  |              |
| Esme Hicks   |              | <b>Total:</b> 19                       |              |
| Laura Johnson  |              | <b>Dated:</b> 9 June 2025              |              |
| Jason Ochere   |              |  |              |
| Richard Leeming  |              |  |              |
| Bethan Roberts   |              |  |              |
| Martin Seaton  |              |  |              |
| Irina Von Wiese  |              |  |              |