

Education and Local Economy Scrutiny Commission

Wednesday 8 February 2023

7.00 pm

Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1 2QH

Membership

Councillor Jason Ochere (Chair)
Councillor Rachel Bentley (Vice-Chair)
Councillor Chloe Tomlinson
Councillor Joseph Vambe
Councillor Cassandra Brown
Councillor Renata Hamvas
Councillor David Watson
Martin Brecknell (Co-opted Member)
Lynette Murphy-O'Dwyer (Co-opted Member)
Marcin Jagodzinski (Co-opted Member)
Mannah Kargbo (Co-opted Member)

Reserves

Councillor Maggie Browning
Councillor Bethan Roberts
Councillor Laura Johnson
Councillor Victoria Mills
Councillor Sunny Lambe
Councillor Victor Chamberlain
Councillor Irina Von Wiese

INFORMATION FOR MEMBERS OF THE PUBLIC

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Contact

Amit Alva on email: amit.alva@southwark.gov.uk

Members of the committee are summoned to attend this meeting

Althea Loderick

Chief Executive

Date: 31 January 2023



Education and Local Economy Scrutiny Commission

Wednesday 8 February 2023

7.00 pm

Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1 2QH

Order of Business

Item No.	Title	Page No.
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PART A OPEN BUSINESS

1. APOLOGIES

To receive any apologies for absence.

2. NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT

In special circumstances, an item of business may be added to an agenda within five clear working days of the meeting.

3. DISCLOSURE OF INTERESTS AND DISPENSATIONS.

Members to declare any interests and dispensations in respect of any item of business to be considered at this meeting.

4. MINUTES

To approve as a correct record the Minutes of the meeting held on 6 December 2022.

5. IMPACT OF COST-OF-LIVING CRISIS ON BUSINESSES

To hear from representatives of Southwark Businesses Improvement Districts on the Impact of Cost-Of-Living Crisis on businesses:

- Russell Dryden, Blue Bermondsey
- Nic Durston, South Bank London
- Natalie Raben, We are Waterloo (TBC)

6. SOUTHWARK SAFEGUARDING CHILDREN PARTNERSHIP (SSCP)

Interview with the independent Chair for Children's Safeguarding to discuss Southwark Safeguarding Children Partnership (SSCP). (TBC)

7. INTERVIEW WITH CABINET MEMBER FOR CHILDREN, YOUNG PEOPLE AND SCHOOLS

1 - 67

Interview with Deputy Leader and Cabinet Member Councillor Jasmine Ali including a holistic overview of key strategies and projects under the Cabinet member portfolio for Children, Young People and Schools with a focus on key aspects:

- Aspects of school funding impacted by rising cost of living crisis
- Data on reception cohorts across London councils, PAN London Place Planning Group.
- Health and safety around bringing up children in London air quality- health and leisure and climate change
- Progress and delivery of the inclusion Charter in schools across Southwark.
- Inclusion of Black children and anti-racism in schools
- Green Energy for schools
- BAME staff disciplinary in schools
- From previous year 2021-2022 Education and Local Economy Scrutiny commission- Special Education Needs and Disabilities (SEND) provision in Southwark especially the new SND strategy due to be out in the summer of 2022. Written updates, follow up response to cabinet.

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8.	WORK PROGRAMME 2022-2023	68 - 76

To note the Work Programme for 2022-2023.

**DISCUSSION OF ANY OTHER OPEN ITEMS AS NOTIFIED AT
THE START OF THE MEETING.**

Date: 31 January 2023



Education and Local Economy Scrutiny Commission

MINUTES of the OPEN section of the Education and Local Economy Scrutiny Commission held on Tuesday 6 December 2022 at 7.00 pm at Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1 2QH

PRESENT: Councillor Jason Ochere (Chair)
Councillor Rachel Bentley (Vice-Chair)
Councillor Chloe Tomlinson
Councillor Cassandra Brown
Councillor Renata Hamvas
Martin Brecknell (Co-opted member)
Marcin Jagodzinski (Co-opted member)

OTHER MEMBERS PRESENT: Councillor Martin Seaton

OFFICER SUPPORT: Amit Alva, Scrutiny Officer

1. APOLOGIES

Apologies for absence were received from Councillor Joseph Vambe who was substituted by Councillor Irina Von Wiese.

Apologies for lateness was received from Councillor Chloe Tomlinson.

2. NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT

There were no items of business which the Chair deemed urgent.

3. DISCLOSURE OF INTERESTS AND DISPENSATIONS.

There were no disclosures of interests and dispensations.

4. MINUTES

Minutes of the meeting held on 17 October 2022 was approved as a correct record.

5. CLOSURE OF ST. JOHNS WALWORTH SCHOOL

The commission first heard from Roz Cordner, Director of Education, Church Of England (COE) Diocese on the following points:

- St Johns Walworth school closure at end of August 2021
- Fall in pupil numbers has impacted schools differently across the diocese of Southwark also covering 12 Local Authorities with surplus places in Southwark, Lambeth and Croydon and at maximum capacity in Richmond and Kingston areas for all schools not just church of England schools
- Governing body for St Johns Walworth in consultation with diocese and Southwark Council assessed the financial viability of the school. The decision was taken to close the school in August 2021. Series of processes including consultation with parents and stakeholders was followed in January 2021 which culminated in the closure of the school in the summer.
- A strategic group was setup with a dedicated project leader, supported by the diocese and Southwark Council to identify the needs of pupils and their families with regards to pupil destinations and admissions in church or non-church schools.
- Need for strong governing bodies that have the ability to manage advanced budgets especially now with regards to inflation, fuel costs and low pupil numbers.
- Support and training for volunteers in all aspects of committees involved in school closures is essential.
- A key lesson learnt is that the communication of information to parents, staff and wider community prior to the decision of school closure is important in generating public awareness of the issues faced by the school.
- Other factors which could have a detrimental long term impact on school pupil numbers are Brexit, Coronavirus, Housing costs in London, regeneration and relocation of families within and outside of London.
- Tracking Published Admission Numbers (PAN) prior to decision making on shrinking schools is critical, reducing the size of the school to one half of entry form could be a way to preserve the foot print of the school for future growth.
- Other aspects of school closures include staying engaged with community through named point of contacts for each family, managing HR for staff and caretakers, protection and future use of the school building, managing grief within the community and celebration, pride in what the school has achieved.

The commission then asked questions on the following themes:

- Cohort pupils for admission in other church schools who preferred staying in the church school setting
- Risk in the perception of Southwark having fewer families, schools and provisions thus influencing decision of families to move to other boroughs
- Exodus of pupils from certain years' creating a snowball effect as seen in Francesca Cabrini School

Roz explained to the commission that it was important to manage expectations for parents, and pupil admissions to other church schools were primarily based on vacancies in the schools and parent preferences with a priority for cared for and children with Special Educational Needs and Disabilities (SEND). Although there have been media reports of Central London being on the path to being child free due to cost of living, birth rate etc., 90% of schools in Southwark have been rated good or outstanding. Southwark Council is known to be a good local authority with a very strong education offer. The diocese plays a role in communicating with headteachers to manage such changes by informing parents through the relationships built with families. The decision ultimately lies with the parents who either move schools for their child's security and stability or stay due to the history in the generations of family members being educated at the same school.

The commission then asked further questions around the following topics:

- Management of Published Admission Numbers (PAN) as an effective strategy to keep costs lower; St Johns Walworth School
- Interaction with the GLA on schools projections and using their forecasts to manage school numbers across the diocese.

The commission heard from Roz that managing temporary reduction to PAN to show temporary changes can be an effective tool to reduce the staffing costs which could help with coping budget deficits, giving the school an opportunity to grow in the future to original levels. St Johns Walworth had historic deficits in budgets but this was not a deciding factor for closure. One of the reasons for closure was due to the in-year deficit and there wasn't any option to manage the budget over a long term, in addition demolition of housing estates on Walworth road slowed admissions at the primary level and there are only a handful of nurseries feeding into schools in the area. Local authorities are the point of contact for the diocese for admissions and managing pupil places in schools and not the GLA.

6. GREATER LONDON AUTHORITY (GLA) - SCHOOL ROLLS PROJECTIONS SERVICE

The commission then heard from Ben Corr, Demography and City Modelling Manager at GLA on the following themes:

- Background on pupil place planning and methodology behind school rolls projections
- Majority of Local Authorities (28-29 in a year) in London opt in to the schools

rolls projections service, projections are derived by using mainstream data sets of age, sex and planning alongside consistent population projections which incorporate housing trajectory data from local authorities.

- Unbiased and independent projections based on in-depth analysis of demographics which complement the reports submitted to Department for Education (DfE) by the Local Authority with very few changes, some authorities use the projections as a check against their own numbers.
- GLA projections are challenging to produce and are based on complex models, these models are highly transparent to help the Local Authority's understanding on the various factors that have or have not been used in the projections.
- Projections are based on 'Trend based population projections' which is an internationally recognised method also used by Office for National Statistics (ONS), specifically GLA use a multi-regional model based on past trends of birth and death rates and then factor in housing data from Local Authorities. This model then assigns children to actual schools based on patterns.
- Issues with inflation in population projections in the middle of the decade caused by high international migration especially in London having higher migration. Therefore affecting school rolls projection that produced higher numbers in addition to other challenges of predicting fertility rates, family planning decisions, housing completion and delivery. A short period of time exists between birth and the point where reception is required for children in primary schools, official data could take up to two years to be processed and published making it difficult to produce accurate projections
- Other challenges that affect school projections
 - Size, makeup and tenure of housing stock
 - Housing development and delivery with delays that could last years
 - Shock events such as financial recession in 2008 and post 2004 boom in birth rate in London
 - Covid short term impact still unknown
 - Brexit, eastern European migration trends in some parts of London.
 - Changing characteristics of family planning and size that are hard to predict
 - Regeneration schemes and gentrification
 - Changing popularity and number of schools
 - Need for Local Authorities to communicate better with regards to opening of new schools.
 - Birth rates have fallen by 33% in the past 10 years

The commission then discussed the following topics

- Young couples who moved to Southwark before the spike in birth rate and are not having babies anymore, this is an increasingly common phenomenon.
- Increase in birth rate from 2004 onwards that might have had an effect on school projections
- Methodology behind inaccurate school projections in 2015 to 2016 resulting in change to GLA methodology 2018 onwards
- Other significant factors such as housing affordability and cost of living crisis

- Shared housing in multiple occupation have more incomes to afford the rent when compared to couples and families
- Need for the council to work with the GLA to adapt methodology, software and code to Local Authority data modelling as revisions in Census Data take years for GLA to revise their school projections

7. PUPIL PLACE PLANNING ADVISERS- REGIONS GROUP - DEPARTMENT FOR EDUCATION (DFE)

The brief written update was noted by the commission.

8. INTERVIEW WITH CABINET MEMBER FOR JOBS, BUSINESS AND TOWN CENTRES

The commission then heard from Councillor Martin Seaton, Cabinet member for Jobs, Business and Town Centres, Danny Edwards Head of Economy and Laura Hills, Manager- Planning Policy and Digital Transformation on the following topics:

- Different strands of work on target for delivery of council plans such as 250 paid internships for people from disadvantaged backgrounds, Southwark Pioneers Fund (SPF), New Green Jobs and a world class health innovation area involving Guys and St Thomas, Kings and South London and Maudsley Trusts
- High Street Fund to be launched in January 2023 awaiting confirmation from GLA.
- Completion of the consultation on the New Economic Strategy which is the overarching strategy to deliver economic initiatives from now until 2030
- Plans to build coherent town centre neighbourhoods with the initial focus on areas such as Camberwell, Peckham, Elephant & Castle and Old Kent road with a proactive approach of developing those town centres with resident and community consultations.
- Proposal for a register of affordable workspaces benefiting local entrepreneurs and businesses
- Expansion of street markets to provide means of starting a business in a cost effective way with minimal overheads giving entrepreneurs the stimulus to develop and grow work ethos and their respective businesses
- Closer working relationship with Department for Work and Pensions on job centres
- Southwark Works was setup to encourage entrepreneurship especially for people with barriers such as people just out of the justice system, Black and Minority Ethnic people and young people in need of education and training
- Role of councillors in their respective wards to encourage the town centre initiatives of buying locally

The commission then asked questions around the following themes:

- Impact of Brexit, Covid and Inflation on entrepreneurship and increase in rents and 5 year leases in commercial council properties in the Bermondsey area
- Protection of our local high streets where private landlords opting to convert commercial properties to residential as this is more lucrative and also relaxation of regulations in planning class usages make it easier for conversion to residential properties
- Licensing of street markets, night markets and Christmas markets

Councillor Seaton explained to the commission that council rents had been frozen for the past two years during Covid and there has been only a reasonable increase rent since then, privately rented commercial properties have increased rents by 20-40% compared to 5-10% increase in council owned commercial properties. The question arises whether it is reasonable for the council to run commercially rented properties at a loss, profit or at least break even, budgetary targets have raised £20m so far with the deficit being at £26m.

Danny explained to the commission that the property team within the council can help and support businesses struggling to pay their rent. Laura explained to the commission that the planning team have placed Article 4 directives on certain shopping parades restricting their permitted development rights, therefore these properties cannot be converted without a full planning permission and the planning team have been monitoring the areas regularly. Councillor Seaton explained to the commission that there are plans to have a dedicated resource such as an event manager for street markets and events learning from the markets at the privately owned and developed Elephant Square.

The commission then discussed the following points:

- Business rates increase while there are still council owned empty commercial properties; this is to be raised with lettings teams
- Support for small business on council websites with regards to networking and business rates payment options and cabinet member visits to businesses
- Decrease in the number of public toilets on the high street, vast majority of businesses have customer toilets
- Small businesses undergoing relocation due to private redevelopment are actively supported by the Local Economy team and Councillor Martin Seaton ensuring that communities are not at a detriment due to investment and redevelopment and also encouraging such businesses to engage in the planning application process of such redevelopments
- Encouraging development of Business Improvement Districts (BIDs) to organise independent refuse and waste collection; monthly BIDs meeting with council to improve networking; discussing new innovations and resolving issues such as levels of shoplifting and street crime leading to an extended and resilient high street.

9. WORK PROGRAMME 2022-23

The Work Programme 2022-2023 was noted by the commission.

Meeting ended at 9:12 pm

CHAIR:

DATED:

Item No. 12.	Classification: Open	Date: 13 September 2022	Meeting Name: Cabinet
Report title:		Southwark SEND Strategy 2022-25	
Ward(s) or groups affected:		All	
Cabinet Member:		Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Young People and Education	

FOREWORD - COUNCILLOR JASMINE ALI, CABINET MEMBER FOR CHILDREN, YOUNG PEOPLE AND EDUCATION

This strategy strengthens Southwark Council’s commitment to maximise positive outcomes for children with Special Education Needs and or Disabilities (SEND) and their families, through proposals for greater collaboration and a renewed focus on priority areas. This approach could not be timelier, with 2,891 children and young people currently with active Education Health and Care Plans and an increasing demand for specialist services we want to make sure that our children have the opportunity to attend high quality local provision, to enjoy learning and to reach their potential.

Developed and co-designed in partnership with the Institute of Public Care in consultation with our SEND service users, the voices of our families with children with special educational needs have helped reshaped our ambitious vision.

We are building on an already well-established SEND system, with excellent provision for children, young people and families across Southwark’s special and mainstream schools and early years settings. While we cannot underestimate the challenges involved in improving the quality of special needs services, these challenges will not temper our commitment and ambition to deliver the best for our children and young people with special educational needs.

The current cost of living crisis is bearing down on all our families, not least those reliant on special educational needs services. Working together will improve outcomes for children and young people, by helping us overcome administrative and external financial challenges and find better ways to deliver services.

The four key priorities that came out of the consultation will be at the centre of our joint work. As clearly set out in this strategy, these are: *Improving provision for complex needs; Provision of more timely, high quality identification and provision; Development of greater confidence skills and competencies in all*

settings; and Development of pathways into adulthood for young people with SEND.

The priority framework will enable all relevant partners to focus on the areas important to our children and young people, including the importance of working with children in their early years and later on in their transition from childhood to adulthood. The strategy will also help develop close working relationships that could make a real difference to life chances through educational and employment opportunities.

The collaborative approach to the strategy will be maintained throughout the next phase, namely the design of the implementation plan. The SEND Operational Group, with representation from all agencies across the borough including health, social care, parents and carers, CAMHs and adult health, mental health and therapy services, will sign off and monitor the plan.

As deputy leader and cabinet lead for children, young people and education, I ask cabinet to agree this strategy and work closely with your departments to influence the delivery of the vision.

In the spirit of this strategy we must work together to make this strategy and plan purposeful, we will hold a new open annual Southwark Special Education Needs and Disabilities conference to bring members, key stakeholders and families with special educational needs together. Everyone including councillors will have a meaningful opportunity to understand and positively contribute to our commitment to enhance the lives and outcomes for children and young people with special educational needs in Southwark.

RECOMMENDATIONS

1. That the Cabinet agree the special educational needs and disability Strategy 2022-25 as set out in Appendix 1 of the report.

BACKGROUND INFORMATION

2. In line with the national trend Southwark has and continues to experience year on year increase in demand and complexity of need for special educational, needs and disability (SEND) services.
3. Our own data shows an increase in children and young people with a diagnosis for autism and an increase in demand for services in the early childhood. In addition there is a growing need for developing a range of alternative pathways for those age 19-25.
4. The Southwark SEND Strategy recognises and reflects the priorities for and identified by Southwark children, young people, families and services and sets a challenging agenda for improvement that remains within budget.
5. This strategy also looks to build on the good progress made since the SEND Area Review in 2018 (50019750 (ofsted.gov.uk)) and to address the areas for action identified in that review.

6. The final draft strategy has been developed in collaboration with the Institute of Public Care (IPC). IPC carried out much of the consultation process with professionals, parents and carers and young people in the SEND Local Area.
7. The consultation process commenced in March 2022, and was concluded in early June. A number of methods were used to engage the entire community and specifically the SEND community. A full report from IPC is presented in Appendix 2 of the report and provides detail of how the consultation was conducted, who was consulted, the process and the findings.
8. Consultees were broadly happy with the themes and the direction of the strategy, but wanted to strengthen references to inclusion, prevention and wellbeing, including being more specific about evidence of disproportionality and being broader in the descriptions of need (to include complex and/ or multiple needs). There was also feedback on simplifying, or changing wording in some cases to make the strategy clearer.
9. The recommendations for redrafting the strategy are included in Appendix 2 and the redrafted strategy in light of these is presented in Appendix 1 of this report.
10. There was further discussion about whether the most appropriate term to use was ASD (Autistic Spectrum Disorders) or ASC (Autistic Spectrum Conditions), with parents/ carers favoring the latter and the World Health Organisation favoring the former. We have decided to continue using ASD in the strategy for that reason.
11. The final strategy is more accessible for all stakeholders in the SEND Local Area and provides the framework for the implementation plan that will follow and the budget recovery work underway.

KEY ISSUES FOR CONSIDERATION

12. Alongside increasing the capacity of SEND provision locally to meet the needs of children and young people from 0-25 years old, the Southwark SEND Strategy is focused on ensuring good practice in every school and a stronger commitment to inclusion at all ages from 0-25.
13. The local area's challenge in this period is to ensure that we focus our resources on the most educationally effective provision that provides best value for money, remain within budget and that we use what we know about our children and young people, and their families, to plan ahead effectively.
14. The final strategy is ambitious. There are four key areas for development and all require engagement and support from across the council and its partners in order to deliver the desired outcomes.
15. The SEND operational group has a broad membership across the Local

Area and will oversee the development of the SEND implementation plan (to be called the SEND Inclusion Plan), assign project leads, monitor timelines and delivery.

16. Senior managers will be kept up to date with progress through SEND governance and quarterly reports.
17. It needs to be emphasised that the outcomes in the strategy can only be achieved with the engagement of all agencies to support our SEND population and coproduction at all levels of the system from individual casework to developing new in borough provision.
18. The strategy is designed to be a summary document that is accessible to all. Please find enclosed with this report the following appendices:
 - Appendix 1: The Southwark SEND Strategy
 - Appendix 2: Consultation response report

Policy framework implications

19. The essential features to recognise here are:
 - I. There are no conflicts with existing SEND policy and practice. All processes adhere to the Children and Families Act 2014 and follow the statutory guidance in the SEND Code of Practice 2015.
 - II. The SEND Strategy should complement the wider strategic planning and vision of the Council. Including its borough plan, linking to “A great start in life” and “Tackling health inequalities”.

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

Community impact statement

20. This Strategy will impact the community of children, young people, parents, carers and families with SEND; those who have SEND support and those with an Education, Health and Care Plan (EHCP). It may also impact those who have not yet received a diagnosis. The strategy specifically address support provided for children and young people 0-25. Central to the strategy is inclusion in mainstream and universal services. This will have a positive impact on the culture of the wider community.
21. In developing the strategy we consulted widely with members of the public as well as those directly involved in or impacted by SEND provision delivery, please see Appendix 2 of the report.

Equalities (including socio-economic) impact statement

22. A full Equalities Impact Needs Analysis (EINA) is presented in Appendix

3 of the report.

Health impact statement

23. The Strategy seeks to improve the health and life chances of children and young people with SEND and has been developed with due regard to the draft Joint Health and Wellbeing Strategy and the draft Joint Strategic Needs Assessment (JSNA). The data and analysis can be found in the EINA and the draft JSNA due for release soon.

Climate change implications

24. The SEND strategy will have a positive impact on reducing carbon emissions as there is a drive to develop more local provision therefore reducing the need for travel out of borough.

Resource implications

25. There are a number of resource implications to ensure the strategy delivers effectively and within budget.

Consultation

26. Appendix 2 details the extensive consultation undertaken in preparation of the strategy and gives detail of how children and young people, parents/carers and families were consulted, as well as education settings and residents. It provides information about the feedback we received and evidence of how we have used it to amend the strategy.

SUPPLEMENTARY ADVICE FROM OTHER OFFICERS

Director of Law and Governance

27. This report seeks the agreement of the cabinet to the council's Special Educational Needs and Disability (SEND) strategy 2022-25.
28. The strategy is produced in the context of the statutory requirements set out in the Children and Families Act 2014 together with the guidance in the SEN Code of Practice that was issued alongside the 2014 Act.
29. These provisions include the duty to keep under review the educational provision, training provision and social care provision (1) made in its area for children and young people who have special educational needs or a disability, and (2) made outside its area for children and young people for whom it is responsible who have special educational needs or who have a disability (section 27 of the 2014 Act). The Act also requires the authority to consider the extent to which this provision is sufficient to meet the educational needs, training needs and social care needs of the children and young people concerned.

30. In addition the council also has a duty under section 30 to set out a “Local Offer” which indicates the range of education, health and care provision available in the Borough for children and young people with special educational needs or a disability or outside the Borough for those children and young people with special educational needs that it is responsible for or who have a disability where this may be needed. The Act and Code of Practice make it clear that the Local Offer should reflect the services that are available as a result of the strategic assessments of local needs and reviews of local education and care provision under section 27. The Code of Practice states that “linking these assessments and reviews to the Local Offer will help to identify gaps in local provision.” Section 27 also requires the council in producing a strategy to have regard to the assessment of relevant needs and joint local health and wellbeing strategy.
31. In carrying out its review and producing the strategy the council is statutorily required to consult a number of people including children and young people with special educational needs and disabilities and their parents and local schools. The report refers to the consultation that has been carried out in connection with this strategy which is attached as Appendix 2. It is necessary, as a matter of law, for the cabinet to carefully take account of the outcome of this consultation as set out in the report and appendix in reaching its conclusions on this matter.
32. The council also has a statutory duty under the Education Act 1996 to secure that there are sufficient primary and secondary schools available in the Borough and in doing so have to give particular regard to the need for securing that special educational provision is made for pupils who have special education needs (section 14).
33. The production of this strategy is an executive function of the council which is required to be considered by the cabinet in accordance with the Local Government Act 2000 and Part 3B of the council’s constitution.
34. The cabinet will need to ensure that the public sector equality duty in section 149 Equality Act 2010 is considered i.e. to have due regard to the need to eliminate discrimination, advance equality of opportunity, and to foster good relations between people with protected characteristics and others. Reference is made to this in the “Community, equalities (including socio-economic) and health impacts” section above and an equalities impact assessment has been carried out and is attached as Appendix 3 to which the cabinet should give due regard in its deliberations.

Strategic Director of Finance and Governance CAS22/08

35. The cost of placements for SEND pupils is met from the High Needs block of the Dedicated Schools Grant. The High Needs block had a deficit of £21.6m at the end of the 2021/22 financial year and this is expected to grow to £23.6m by the end of March 2023. The number of pupils with SEND is also expected to grow and inflation is expected to add pressures to the budget. The funding from central government is not expected to

increase in line with this. This strategy needs to ensure it controls and reduces the cost of provision.

36. Further financial and policy strategies are being worked on alongside this report to ensure that the high needs expenditure remains with the resources available. The Schools Forum will consider this on the 29th September 2022.
37. Alongside this, discussions are taking place with the Education and Skills Funding Agency for Southwark to become a “Safety Value Funded Authority”. This will potentially provide financial support to address some of the accumulated deficit within the High Needs block. Any funding will be subject to the delivery of the plans.
38. There is no immediate impact on the Core Funding, but if in the future the High Needs Block remains overspent then this may fall on the Core.

Other officers

39. Not applicable.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Care Quality Commission and Ofsted Joint Local Area SEND Inspection, 2018. (50019750 (ofsted.gov.uk))	SEN and Inclusion Education Directorate Children’s and Adults’ Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	Yvonne Ely 020 7525 52738
Link: https://files.ofsted.gov.uk/v1/file/50019750		
SEND Code of Practice 2015	SEN and Inclusion Education Directorate Children’s and Adults’ Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	Yvonne Ely 020 7525 52738
Link: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25		
SEND	SEN and Inclusion Education Directorate	Yvonne Ely 020 7525 52738

Background Papers	Held At	Contact
	Children's and Adults' Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	
Link: https://www.gov.uk/children-with-special-educational-needs		
NHS - Autistic Spectrum Disorders	SEN and Inclusion Education Directorate Children's and Adults' Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	Yvonne Ely 020 7525 52738
Link: https://www.nhs.uk/conditions/autism/		
Children and Families Act 2014	SEN and Inclusion Education Directorate Children's and Adults' Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	Yvonne Ely 020 7525 52738
Link: https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted		
Equalities Act 2010	SEN and Inclusion Education Directorate Children's and Adults' Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	Yvonne Ely 020 7525 52738
Link: https://www.legislation.gov.uk/ukpga/2010/15/contents		
Institute of Public Care	SEN and Inclusion Education Directorate Children's and Adults' Services 4 th Floor, 160 Tooley Street, London, SE1	Yvonne Ely 020 7525 52738

Background Papers	Held At	Contact
	2QH	
Link: https://ipc.brookes.ac.uk/		
Southwark Council's Equality Objectives	SEN and Inclusion Education Directorate Children's and Adults' Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	Yvonne Ely 020 7525 52738
Link (please copy and paste into browser): https://www.southwark.gov.uk/council-and-democracy/equality-and-diversity/equality-objectives		
Public Sector Equality Duty	SEN and Inclusion Education Directorate Children's and Adults' Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	Yvonne Ely 020 7525 52738
Link (please copy and paste into browser): https://www.equalityhumanrights.com/en/advice-and-guidance/public-sector-equality-duty		
Southwark Council's response to tackling the climate emergency	SEN and Inclusion Education Directorate Children's and Adults' Services 4 th Floor, 160 Tooley Street, London, SE1 2QH	Yvonne Ely 020 7525 52738
Link: https://www.southwark.gov.uk/environment/climate-emergency		

APPENDICES

No.	Title
Appendix 1	SEND Strategy for children and young people 0-25 (2022-2025)
Appendix 2	IPC Consultation report
Appendix 3	Equalities Impact Needs Analysis

AUDIT TRAIL

Cabinet Member	Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Young People and Education	
Lead Officer	David Quirke-Thornton, Strategic Director of Children's and Adults' Services	
Report Author	Yvonne Ely, Assistant Director SEND	
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Officer Title	Comments Sought	Comments Included
Director of Law and Governance	Yes	Yes
Strategic Director of Finance and Governance	Yes	Yes
List other officers here		
Cabinet Member	Yes	Yes
Date final report sent to Constitutional Team	1 September 2022	

Keeping Education Strong: Strategy for future proofing primary schools and protecting the quality of education in Southwark

1 Introduction

Today our schools are rated 97% good or outstanding by Ofsted. This was not always the case and over ten years ago our schools were fourth from the bottom of London authorities against this measure. There are many factors that contribute to this transformation of school improvement, such as the hard work of our teachers and governors, pupils and parents, and our own school improvement work. In addition, the council has made an investment in school buildings that has resulted in a beautiful transformation of buildings and vastly improved learning environments that lift the eyes and aspirations of everyone in them.

The improvements across our schools have resulted in outcomes for our children and young people being consistently above the national average. Many of our schools are amongst the best 10% of state funded schools in the country. These improvements have been hard won and we must do all we can to protect the high standards our children deserve and to which we have become accustomed.

Ten years ago the demand for school places outstripped supply. Today we are dealing with just the opposite, where supply exceeds demand for school places.

It is the principle of the Council to protect a high quality of education; keep every one of our schools open where possible; maintain parental choice; minimise movement between schools. The education team is committed to working with individual schools to assess the feasibility of keeping a school open where there are falling numbers of pupils. This will involve practical support for the schools, including the assessment and advice of school financial plans and risk assessments.

However, the link between pupil numbers and school funding means that it is not always feasible to keep a school going. As the number of children in a class falls so does the income to the school, meaning the cost of teaching staff, equipment and enrichment activities become unaffordable.

In some cases it will not be practical for the school to function with reduced pupil numbers and the offer to the remainder of the pupils will suffer as a result. If this is the case and a decision to consult on a closure of a school is made, the council's education team will work closely with the school to find pupils alternative places in good or outstanding schools and ensure that those that remain offer an attractive choice for children and families.

The process that has to be gone through to get to a place of sufficient places for the population Southwark has, is undoubtedly a difficult one. However, not addressing the problem will only make the situation for all schools more difficult to manage. It will jeopardise the high educational outcomes we have become used to and that our children and young people need, and deserve, if we are to reduce inequalities.

The following strategy has been drawn up by a cross council team involving education, regeneration and finance, in close consultation with councillors and schools. The strategy seeks to enable the council to work closely with schools to manage places in primary schools while we attempt to weather the current demographic storm. This has been brought about by a national and local fall in birth rates, the movement of families from the UK, following first the uncertainties, and later, the reality, of Brexit, and finally, the movement of families from London to other parts of the country following the pandemic, and more recently, the cost of living crisis.

In addition to this strategy, the deputy leader and lead member for children, young people, and education will work with local councillors in Southwark and across London. This joint work will bring the issue of falling school rolls to the attention of the education secretary. A letter from Southwark on behalf of many London councils has already been sent to a recent education secretary asking for funding to enable schools to function with falling rolls. The deputy leader will renew lobbying activity with key partners with the new Government Cabinet.

The current situation

Today across Southwark there are 72 stated funded primary schools with reception classes. We have 924 surplus places in Reception and a total of 5,850 surplus places across the primary school system. This has put pressure on individual school finances as schools are funded for each pupil on roll. This represents a financial risk to the schools and council.

The current Published Admissions Number for Reception (correct as at September 2022) is 3,581. The current capacity for all year groups (correct as at September 2022) is 26,399.

Years	R	1	2	3	4	5	6	Total
September 2022 Capacity	3,581	3,641	3,686	3,746	3,905	3,905	3,935	26,399
September 2022 Roll (provisional)	2,657	2,910	2,902	2,994	2,967	3,030	3,089	20,549
September 2022 Vacancies	924	731	786	751	940	874	849	5,856
% Vacancies	26%	20%	21%	20%	24%	22%	22%	22%

In recent years we have taken steps to reduce surplus capacity, such as reducing schools' published admission numbers (PAN), federating schools and supporting schools to make alternative use of school space. However, strategies to remove surplus capacity have not kept pace with the rate of reductions in the number of children in schools. A borough-wide approach, that removes the majority of these surplus places over the next three years, will now be required to adequately address the scale of capacity change.

2 Aims and objectives of this strategy

The aim of this strategy is to ensure school places are sufficient in number, character, diversity and equipment, to provide all children with the opportunity of receiving a good quality education. It is also important to maintain, parental choice of schools with the aim of providing a good, local school place for every Southwark child. These schools need to be financially sustainable in the medium and long term. This will be achieved through a process ensuring that we have the right number of schools in the right places.

The project plan aligned to this strategy document provides a coordinated approach across the borough, which will adjust the number of schools to match capacity and enable the admissions process to support any pupil place movement across schools in a way that is managed effectively for children and families.

This strategy proposes to make changes in one phase to minimise disruption and distress to children and families, communities and staff, so that if a school move is required, it is only required once. This will help to promote stability and help families plan for and identify an alternative school for their child and school based staff to seek re-deployment opportunities.

Working closely with school leaders, and receiving independent oversight, the strategy and its implementation approach aims to provide a fair and transparent process that anticipates and mitigates any potential disproportional impact on communities. We know our schools are the heart of our communities and that a decision to close a school can have an impact that can reach beyond the school itself.

3 Background to decline in numbers

Local authorities have a legal duty to provide sufficient school places, in the right location, for the population. The number of school places required fluctuates over time as a result of local and national changes, for example, in birth rates, migration, housing. Between 2010 and 2016, as demand and projected demand across London increased rapidly, Southwark, and other local authorities, needed to add primary school places. Within Southwark, the number of children entering Reception grew from approximately 2950 in 2007/08 to nearly 3600 in 2015/16: a 22% increase. The number of school places was increased through provision of additional classes and expanding some schools in order to meet demand.

Since 2016, we have seen a steady decline in demand in most parts of London and across Southwark and its neighbours.

Reasons for the decline in demand

3.1 Falling birth rate

Britain has an ageing population, and the falling numbers of births is a national phenomenon. In England and Wales the number of live births has dropped by 14% since 2012. However, the reduction in Southwark is more dramatic, falling by 30% over the same period¹. London as a whole, and our neighbouring boroughs, have also seen numbers fall at a higher than national average.

Area	Births 2012	Births 2021	Difference	%
Southwark	5,056	3,525	-1,531	-30%
Lambeth	4,833	3,554	-1,279	-26%
Lewisham	4,940	4,024	-916	-19%
Inner London	53,965	43,120	-10,845	-20%
London	134,037	110,961	-23,076	-17%
England & Wales	730,883	625,008	-105,875	-14%

The falling birth rate nationally reflects people having smaller families, women having babies later in life, and other demographic factors. In inner London areas like Southwark this appears to be exacerbated by other factors which mean fewer families with children and prospective parents (those planning to start a family) are living in the borough.

Southwark is divided into five Planning Areas (PAs). Each PA contains a collection of wards. Birth rate varies from planning area to planning area, sometimes considerably. Appendix 10 of this report (from the latest Pupil Place Planning Report) shows the past figures and future trends in births for the five planning areas. As PA2 and PA3 share one ward, the figures do not add up to the borough total.

¹

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/bulletins/birthsummarytablesenglandandwales/2020>

3.2 Demographics

The 2021 Census found that the number of children aged 0-15 living in Southwark had reduced by around 2,000 (-4%) since 2011.

Area	0-15 2011	0-15 2021	Difference	%
Southwark	50,398	48,500	-1,898	-4%
Lambeth	51,831	45,700	-6,131	-12%
Lewisham	53,937	54,900	963	+2%
Inner London	563,297	549,900	-13,397	-2%
London	1,531,169	1,595,900	64,731	+4%
England & Wales	9,891,138	10,352,600	461,462	+5%

Most strikingly, it found that the number of children aged 0-4 had reduced by 21% over the same ten-year period: around 4,400 in Southwark's case. Although detailed figures for population change are not yet available for the 0-4 age range for other boroughs, percentage changes are shown below:

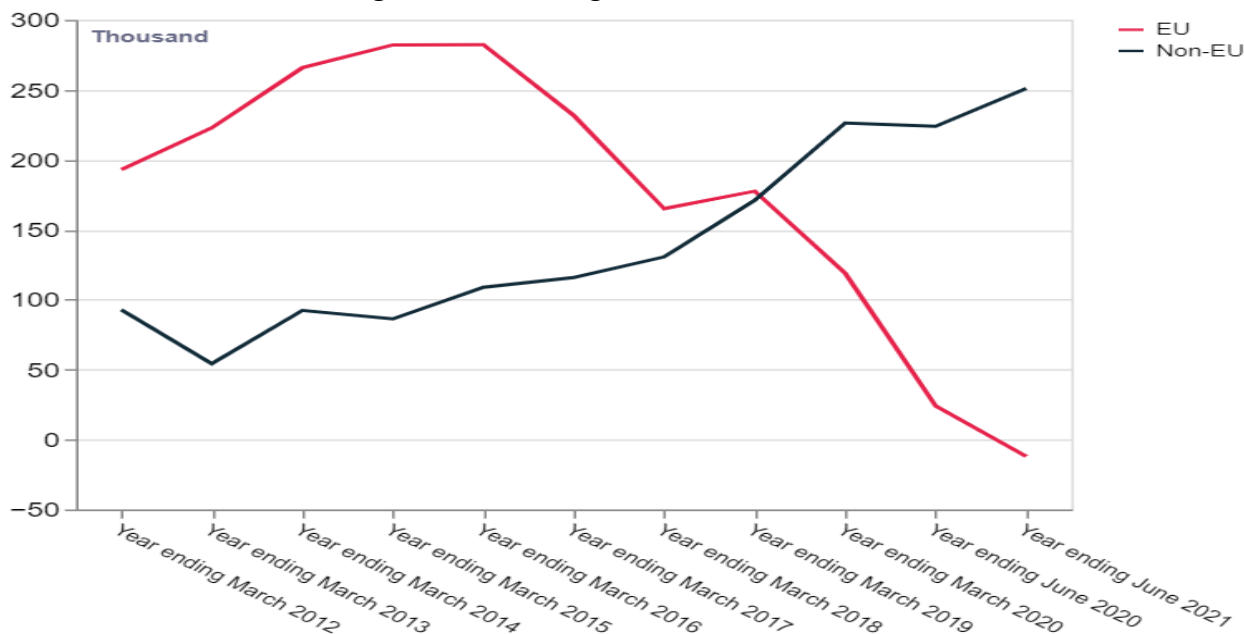
Area	%
Southwark	-21%
Lambeth	-26%
Lewisham	-13%
Inner London	-17%
London	-11%
England & Wales	-7%

A substantial amount of demographic variation exists from planning area to planning area, even down to age structures, ethnicity, fertility, mortality, and deprivation. This is also true of geography and types of housing.

3.3 EU Migration/Brexit

EU migration has fallen since 2016 and this has had a significant impact on London, the area where EU immigrants make up the largest proportion of the population. In lieu of an analysis at a local level, anecdotal evidence has shown that migration from the EU fell sharply between the Brexit referendum in June 2016 and the first emergence of Covid-19 in early 2020, while non-EU migration rose (Office for National Statistics, ONS, 2020). The pandemic further accelerated these trends. While it reduced both immigration and emigration overall, a significant number of EU citizens returned to their countries of origin, while non-EU migration was less affected (ONS, 2022).

The graph below shows the national figure for net migration from EU countries and non-EU countries.



The Greater London Authority (GLA) are planning to analyse this data in more detail, and will report back later this year or in early 2023 on the migration effects on London at a local authority level.

3.4 Housing costs

Lack of affordable housing is a London-wide problem that is a key focus in Southwark and is a contributing factor to falling rolls. Southwark has the highest number of council homes in London and is building more, with a target of building 11,000 new council homes by 2043. However prices in the private sector have risen rapidly in recent years, making private housing increasingly unaffordable for families.

London has high property prices for homes suitable for families compared to other parts of the country². Average property prices in March 2022 (latest available data), compared to the same figures in March 2016, showed an upward trend in all levels of geography, with Southwark seeing a higher increase than neighbouring boroughs in both percentage and real terms bringing the average price of a property more in line with neighbouring boroughs.

Area	Median Property Price 2022	Average Property Price 2016	Difference (%)
Lambeth	£550k	£475k	+£75k (+14%)
Southwark	£539k	£368k	+£171k (+32%)
London	£510k	£419k	+£91k (+18%)
Lewisham	£450k	£368k	+£82k (+22%)
SE England	£355k	£279k	+£76k (+21%)
England	£270k	£210k	+£60k (+22%)

² [UK House Price Index \(data.gov.uk\);](https://www.ons.gov.uk/peoplepopulationandcommunity/housing/datasets/medianhousepriceforationalandsubnationalgeographiesquarterlyrollingyearhpsdataset09)

<https://www.ons.gov.uk/peoplepopulationandcommunity/housing/datasets/medianhousepriceforationalandsubnationalgeographiesquarterlyrollingyearhpsdataset09>

(Source: ONS - <https://www.ons.gov.uk/peoplepopulationandcommunity/housing/datasets/medianhousepricefornationalandsubnationalgeographiesquarterlyrollingyearhpssadataset09>)

Southwark has also seen private rented accommodation rapidly rise in price over recent years and now has the highest rental costs in South East London as illustrated in the table below.

Advertised monthly 2-bedroom private sector rents in March 2022, in South East London and Lambeth

(downloaded and analysed in **March 2022**, from zoopla.com)

(From table 4.2A)

Borough	Size	Lower Quartile	Median	Upper Quartile	Mean	Count
Bexley	2	£1,200	£1,300	£1,400	£1,438	62
Bromley	2	£1,350	£1,400	£1,600	£1,472	99
Greenwich	2	£1,583	£1,850	£2,392	£2,074	164
Lewisham	2	£1,500	£1,600	£1,900	£1,756	105
Southwark	2	£1,993	£2,579	£3,900	£3,122	465
Lambeth	2	£1,800	£2,350	£3,000	£2,499	333

Monthly room rents in South East London and Lambeth, (downloaded and analysed in March 2022, from spareroom.co.uk) (From table 4.3A)

Borough	Lower quartile	Median	Upper quartile	Mean	Count
Bexley	£550	£600	£690	£629	107
Bromley	£550	£650	£750	£644	147
Greenwich	£630	£750	£934	£795	273
Lewisham	£600	£690	£800	£724	337
Southwark	£700	£804	£913	£835	552
Lambeth	£652	£760	£890	£790	492

3.5 Changes to benefit system

Southwark was directed by the Department for Communities and Local Government (DCLG) and the Department for Work and Pensions (DWP) to be a pilot borough for the introduction of Universal Credit (UC) in 2018. Universal Credit is a single payment that replaced a number of previous benefits, and includes an element to pay the rent of a property, and an allowance for up to two children, but not more.

A comprehensive quantitative assessment of the effects of UC in Southwark was not undertaken, but a study³ commissioned by the Housing Department and DWP revealed that there was a broadly negative effect on housing affordability in the borough which could have caused outmigration to more affordable areas. Previous government welfare reforms included changes to the Local Housing Allowance (LHA), which set the rate of housing benefit paid to welfare claimants living in the private rented sector. While the changes to LHA pre-dated the rollout of UC, they were incorporated into

³ <https://committees.parliament.uk/writtenevidence/2931/pdf/>

UC: the LHA was originally intended to link benefit rates for housing costs to changes in local market rents so that the cost of suitable properties at the lower end of the market would be always be covered.

This reform froze LHA at 2016 levels until 2019, while private sector rents increased significantly. The consequences of this were increased levels of mobility, as lower income households were unable to afford private rented accommodation and there was a shortage of available affordable housing. Research has found that the gap between the LHA and the median advertised monthly rent for a two-bedroom property in Southwark was over £1,000. While Southwark has a clear policy to support council tenants in arrears due to UC, many in the private rented sector were impacted.

The benefit also only paid for the number of rooms that a family were entitled to in social rented housing (the “Bedroom Tax”), meaning tenants who were under- occupying were penalised financially.

The net effect of this has been to force residents to find more affordable accommodation, which has often been outside Southwark and outside of London. These residents are often families with children, which has contributed to the downward drift in pupil numbers.

4 Impact on schools of lower pupil numbers

As at September 2022, Southwark has considerable over capacity in the primary sector, with 924 Reception year (Year R) vacancies and 5,855 vacant places across school year groups Year R to Year 6. A number of actions to address this have already been taken by the Local Authority, including: school mergers, PAN reductions and the closure of a primary school.

GLA projections anticipate that primary reception demand overall will continue to decline until at least September 2031 and, most likely, beyond this date. Approaches to reduce school place capacity are being developed through this report.

An analysis of the school rolls in primary since 2015/16 is given in the table below.

This shows the annual change in the primary reception and primary sector as a whole for the last eight academic years.

Number of children in Reception and Years R to 6

Year	R	+/-	%	R to 6	+/-	%
2015/16	3,579			23,374		
2016/17	3,520	-59	-2%	23,476	102	+0.4%
2017/18	3,331	-189	-5%	23,426	-50	-0.2%
2018/19	3,247	-84	-3%	23,242	-184	-1%
2019/20	3,220	-27	-1%	22,690	-552	-2%
2020/21	2,985	-235	-7%	22,071	-619	-3%
2021/22	2,929	-56	-2%	21,382	-759	-3%
2022/23	2,657	-272	-9%	20,544	-839	-0.3%
2015-22	-922		-26%	-2,830		-12%

The regional picture shows similar drops in demand in neighbouring boroughs, although the figures are highest in Southwark, and some way above the London average.

Number of Primary pupils in Reception Classes (headcount) 2015-16 to 2021-22

LA	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21	2021 /22	Change 2016-22
Lambeth	3,055	2,949	2,905	2,900	2,873	2,702	2,604	-451 (15%)
Lewisham	3,561	3,423	3,406	3,235	3,240	3,126	3,052	-509 (-14%)
Southwark	3,579	3,520	3,331	3,247	3,220	2,985	2,929	-650 (-18%)
London	102,206	101,308	97,965	95,237	95,685	94,023	91,645	-10,561 (-10%)

Many London boroughs, including Southwark, now need to remove primary school places. This situation requires a well-managed and significant reduction in the number of places. Based on current available data, Southwark's demand for school places will continue to drop for the foreseeable future. Based on acceptance of school place offers for September 2022, we are expecting around 924 vacancies for the forthcoming academic year, an increase of 206 on the previous level of vacancies.

How pupil numbers affect school finances

Schools receive funding for each child on their roll. With such a significant drop in the number of children, the funding for each school has reduced to a point where some are now struggling to remain sustainable.

Since 2017, we have removed over 420 surplus Reception places in primary schools, which equates to over 14 classes. This reduction in the supply of places has not kept pace with the overall drop in demand. In addition, in year admission levels have also fallen significantly across all year groups. *Vacant school places are not funded.*

This has put extraordinary financial pressure on the current community of Southwark schools in managing their finances within a continually decreasing funding envelope.

That is, as pupil numbers decrease, the majority of schools experience a less than full year group and, therefore, an inability to maximise the use of resources. This is because many costs are driven by the number of classes in a school, whereas funding levels are driven by the number of pupils.

School capacity and vacancy levels across all year groups

School capacity and vacancy levels across all year groups over the last five years are as follows:

Year (as at January)	2018	2019	2020	2021	2022
Reception capacity	3,935	3,995	3,746	3,716	3,640
Reception vacancies	604	748	526	731	712
Year R to 6 capacity	26,455	26,894	26,920	26,941	26,618
Year R to 6 vacancies	2,969	3,751	4,194	5,133	5,306

The number of Reception places are likely to remain at around 3,580 for September 2022 (following a further removal of one Reception class at two schools- 60 places- during the current academic year). If, as anticipated following this year's Reception offers for September 2022, the number of children available to fill those places remains at around 2,650 or below, there would be around 930 surplus places by September 2022: 28% of all Reception places would be empty.

This is unsustainable; doing nothing is not an option.

The financial impact of doing nothing

If the Council were to do nothing to manage the supply of primary places and the existing schools did nothing to reduce their expenditure in response to a reduction in pupils, gross expenditure could exceed income by over £5m in financial year 2023-24. A further £10m in-year deficit would accrue over the next two financial years (see appendices 3a and 3b).

Target school capacity levels

The Department for Education guidance recommends that a school system retains some surplus capacity (5-10% is considered good practice) and this is where we want to get to. We currently have 3,580 Reception places so 5-10% of this would equate to an ideal vacancy level of around 180 to 350 spare Reception places. With present levels of vacancies, if reception numbers remained at their current levels or decreased, this would mean removing between 575 to 750 school Reception places (19 to 25 FE). This is a different projection to that made in the Pupil Place Planning Report (2022) because that report is based on GLA projections, which are slightly more optimistic but still show 340-480 excess reception places (11-16 forms of entry).

Combined with increasing capacity across most year groups, we now require significant action to address the issue. This will also have an impact on buildings and the estate (see appendix 4).

How we propose to work together to make changes

We need to maintain a focus on how the future might look once Southwark has completed this process for our children and families. Throughout the process of making changes to our schools to reflect the future lower need for places, the Council will continue to work in partnership with school leaders, including academy trusts, the Catholic Diocese the Church of England Diocese, the Regional Schools Director and neighbouring Local Authorities (see appendix 5). Our shared priorities are to maintain educational quality for the long term, to provide the right number of places in the right locations, and to ensure that schools can remain financially sustainable. As is evidenced, these factors are all interlinked and influence each other.

We will have a sustainable school estate, which is still able to offer parental choice, and is able to include all our children. Inclusive, well-funded schools that have been able to build on the educational success of our current high standards, building an education system that is fit for the future demands of our communities.

5 Factors to consider for removing surplus capacity

The following factors have been developed in partnership with council members, chief officers and school leaders for consideration when making recommendations to reduce surplus capacity by evaluating the school estate this will be applied to ALL primary schools – maintained and academy:

- Falling number on roll (past numbers of pupils and projections);
- Financial sustainability
- Quality of education (for example, Ofsted rating, staffing/capacity);
- Quality of estate and buildings (compliance issues, health of buildings, etc.);
- Local issues (e.g. availability of other similar designations of schools in the local area.)

Other factors that will be considered in decision-making include:

- The impact on the number and denomination of places at faith schools, and the balance of places between secular and faith schools;
- Equality impact implications;
- Climate impact implications
- Health impact implications

The impact of making changes will be to safeguard high quality education and achieve improved:

- Flexibility to respond to future demographic need;
- Financial sustainability;
- Quality of provision;
- Quality and sustainability of leadership and management;
- Quality of the school estate.

6 Approaches to removing surplus capacity

The Council has worked in partnership with schools (including academy trusts) and Dioceses to remove c. 400 Reception places already. This has been achieved through reducing the Published Admission Number (PAN) for Reception at some schools, and through the closure of one school.

In order to manage capacity of school places in Southwark, a range of approaches will need to be considered and implemented to meet short-term and longer-term requirements. These are outlined below:

Approach	What it means	Statutory process/ policy
Informal capping of Reception intake	<ul style="list-style-type: none"> • Cap of a school's Reception intake at a lower number of offers than the Published Admission Number (PAN) (i.e. capping to 30 rather than 60 if there are fewer than 30 places allocated on national offer day up to 1st September) • This is a short-term, one year action; it does not result in a permanent reduction in places available. 	None required.
Formal reduction of Reception Published Admission Number (PAN)	<ul style="list-style-type: none"> • Formal reduction of Reception PAN to a lower number (i.e. from 60 to 30) through consultation or application to 	School admissions code 2021 (publishing.service.gov.uk)

	<p>the Schools Adjudicator.</p> <ul style="list-style-type: none"> • Enables school to plan for the reduction by providing 18 months lead in. • Admissions authority could admit above PAN if the places were required. 	
Amalgamation	<ul style="list-style-type: none"> • Where two or more schools join together to be one school. This involves the closure of one or more schools, and may require the expansion of the remaining school. The process of amalgamation can result in fewer places being available. • Pupils and staff at the closing school(s) could transfer to the remaining school. Staff restructure may be required. 	Opening and closing maintained schools1012.pdf (publishing.service.gov.uk)
Closure	<ul style="list-style-type: none"> • Where a school (or schools) close. • Pupils transfer to other school(s) via mini- 	Opening and closing maintained schools1012.pdf (publishing.service.gov.uk) Closure of an academy by mutual agreement Jan 2022 (publishing.service.gov.uk)

	admissions process. <ul style="list-style-type: none"> • Staff seek other roles and roles, if necessary, are made redundant. 	
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7 Summary of the proposed approach and statutory process

This strategy proposes to make changes in one phase to minimise disruption and distress to children and families, communities and staff, so that if a school move is required, it is only required once. This will help to promote stability and help families plan for and identify an alternative school for their child and school based staff to seek re-deployment opportunities.

The council will work with school leaders to develop a proposal for this one phase change. There will then be consultation with schools, families and ward councillors about this proposal as set out below.

A school closure will be a difficult and distressing decision and process for many. Where this is unavoidable, we will aim to limit periods of anxiety and uncertainty for children, families, staff and communities. We will also provide support for the education, choices and well-being of children and staff in the schools affected. We will build in wider timescales for consultation than required but will need to follow the statutory process as stipulated by the Department for Education.

Due to the scale of the problem and the impact it is having (and that the impact of taking action will have) on education, schools and pupils, it is proposed to reduce capacity, at scale, within the shortest timeframe possible taking into account statutory and local governance limitations. The statutory processes referred to above describe how stakeholders will be consulted over a period of time and the opportunities within the process for influencing decision-making.

- Once a shortlist of schools for proposal for some form of structural change has been established (see section 9: Programme Timeline), a statutory consultation will need to be put in place. These schools will go through stage one of the statutory process.
- Full consideration can then be given to the feedback from all stakeholders consulted before taking a decision on which of these schools to put forward for stages two and three of the statutory process (Publication and Representation). This will be a sufficient number of schools to achieve the level of reduction required.
- A final decision to amalgamate or close schools will be made in line with stage four of the statutory process, which can be implemented as part of a phased programme (stage 5) over a two- year period.

- The implementation of a phased amalgamation or closure will enable families and key stakeholders to plan for their children's ongoing education and for local authority officers to manage and coordinate admission arrangements for children into alternative schools.
- We would expect all statutory and local governance processes to be completed and final decisions on any closures to be made by summer term, 2024. However, this will depend on the consultation and representation processes.

8 Risks and Mitigations

Area	Risk	Mitigation
Community	Large numbers of parents may begin to withdraw children from schools proposed for closure and send them to other Southwark schools or out of borough schools rather than wait for a local authority managed admissions process.	Communication- bringing families along with us, making sure they understand the issues and process (both of managing surplus capacity and of admissions). Highlight key aim is to protect high quality education. Provide clarity on the admissions arrangements for all schools.
	Formal objections may be raised about individual school proposed closures or the overall strategy at any stage which could delay the process.	This will be part of the consultation process for any proposed closure.
	Diocesan Boards may not support the inclusion of their schools in this programme and may take action (e.g. moving schools into their respective MATs) - which will affect the number of places able to be reduced from overall capacity.	Early engagement with stakeholders. They will be considered, as far as is possible, as part of the assessment process.
	MATS may not support the inclusion of their schools in this programme.	
Schools	Instability and shortage of staff in schools affected and impact on morale and wellbeing.	A clear plan communicated in advance on impact and opportunities for staff and support for teaching and learning in schools affected and wider schools estate.
	Schools not identified as being in scope for significant action might find themselves oversubscribed.	LA duty is to ensure sufficiency across the borough. There will be sufficient school places. We cannot control parental preference or guarantee first choice but there will be an admissions process which will support parents to move their children to other schools.

	Schools may convert to academy during the process.	This is a real possibility. The governors of each school are entitled to make this choice.
Council	The strategy may be unpopular with residents and politicians.	Engagement with stakeholders.
	Reputational and relationship damage to the local authority.	Clear communication with residents and elected members of key messages.
	Redundancies across LA services	Clear communication with council staff of key messages. Making sure we follow correct internal policies and procedures.
Financial	See appendix 3	See appendix 3

9 Programme Timeline

Programme Timeline (TBC)

Period	Key steps	Involves	Who
October 2021-July 2022	Preparation and planning.	<ul style="list-style-type: none"> Informing stakeholders of the challenges Working with schools to agree proposed ways forward Producing and sharing a strategy paper 	<ul style="list-style-type: none"> Education leads Cross- council group of officers Key stakeholders
June 2022	Strategy paper shared with Lead Member	<ul style="list-style-type: none"> Strategy paper shared with Lead Member for feedback/ approval 	<ul style="list-style-type: none"> Director of Education
September 2022	Wider discussion with Councillors	<ul style="list-style-type: none"> Lead Member shares strategy paper with councillors for feedback 	<ul style="list-style-type: none"> Lead Member (JA)
October 2022	Communication to all schools to provide update.	<ul style="list-style-type: none"> Letter to schools from Director of Education outlining the challenge and reassuring schools that there is a plan in place going through Cabinet List of key messages/ FAQs that schools can use to inform parents/ staff. 	<ul style="list-style-type: none"> Communications Lead Member and councillors Director of Education Schools communicate key messages to parents
November 2022	Opportunity for schools to ask questions on process or strategy paper	<ul style="list-style-type: none"> Webinar for all schools to ask questions about the paper and proposed process 	<ul style="list-style-type: none"> Director of Education (ND) Council Officers
By December 2022	Update assessment of rolls and vacancies of all primary schools in Southwark (including academies)	<ul style="list-style-type: none"> Completing an assessment of rolls across the primary school estate 	<ul style="list-style-type: none"> Place Planning team

December 2022	Authorisation from Cabinet on paper and approach	<ul style="list-style-type: none"> • Strategy paper and approach goes to Cabinet 	<ul style="list-style-type: none"> • Director of Education (ND) • Lead Member (JA)
January 2023 (if approach agreed)	<p>Schools informed of the decision to proceed and result of the rolls assessment.</p> <p>Councillors informed of results of rolls assessment.</p>	<ul style="list-style-type: none"> • All schools informed of the decision to proceed. • All primary schools informed of the outcome of their rolls assessment • Primary schools in scope for the next stage (evidence gathering around the criteria) informed 	<ul style="list-style-type: none"> • Director of Education (ND) by letter. • Lead Member (JA)
January 2023	Evidence-gathering around criteria started	<ul style="list-style-type: none"> • Evidence gathering process starts • Criteria templates completed for each school in scope 	<ul style="list-style-type: none"> • Officers from each relevant area (finance, place planning, learning and achievement, etc.)
February 2023	Recommendation made to LA about how to proceed.	<ul style="list-style-type: none"> • IRM reads the evidence for each school in scope and makes a recommendation: <ol style="list-style-type: none"> 1. Propose outright school closure 2. Propose amalgamation with another school 3. Propose no further action 4. Other 	<ul style="list-style-type: none"> • Independent Recommendations Maker. • Director of Education and relevant officers.
March 2023	Schools informed and given the opportunity to discuss/ challenge outcome of recommendation	<ul style="list-style-type: none"> • Schools in scope informed of the result of the evidence gathering. recommendation and councillor discussions invited to meeting to discuss the results and final proposal by the LA • Meetings held with schools in scope 	<ul style="list-style-type: none"> • HTs and Chairs of Governors of schools directly affected before wider consultation.

May/ June 2023	Final decision-making by Cabinet	<ul style="list-style-type: none"> • Cabinet approve the decision on how to proceed with each school on list 	<ul style="list-style-type: none"> • Director of Education • Lead member • Cabinet
June/ July 2023	Informal consultation with school communities (parents/ carers/ residents/ businesses)	<ul style="list-style-type: none"> • Informal consultation with school communities takes place to prepare them for statutory process • Reminder of challenge, reasons, approach and what has taken place already (all primaries assessed on rolls, etc. Those with insufficient children on roll assessed on more detailed criteria and recommendation made; council officers, councillors and schools have agreed with/ challenged the recommendation; proposal to XXX with list of schools) • Detailed timeline of statutory process, information sessions on statutory process so school communities understand what happens next and how they can get involved/ say what they think.) 	<ul style="list-style-type: none"> • Director of Education • Relevant council officers • Lead Member • Ward councillors • Stakeholders from school communities • Members of the public
September-Christmas 2023	Stage One Statutory process	<ul style="list-style-type: none"> • Consultation (formal) 	<ul style="list-style-type: none"> • Relevant council officers • Public
January-Easter 2024	Stages Two and Three	Publication and Representation	<ul style="list-style-type: none"> • Relevant council officers • Anyone wishing to make representation

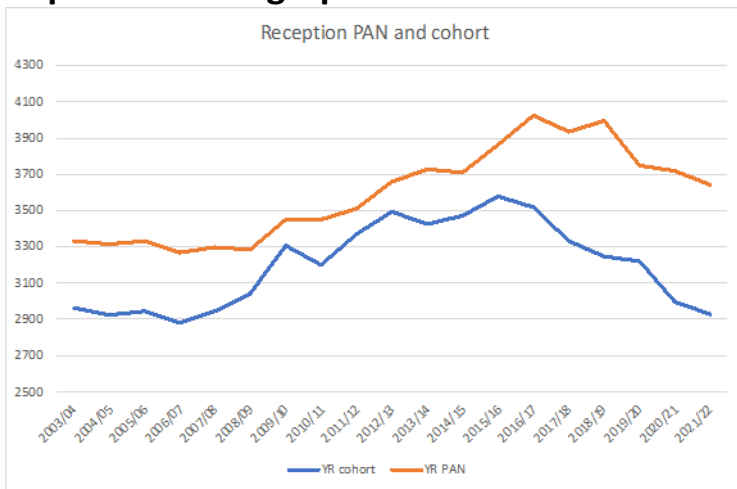
Easter- July 2024	Stage Four: Decision	<ul style="list-style-type: none"> Final decision goes to Cabinet for schools to close 	<ul style="list-style-type: none"> Director of education Lead Member Cabinet
September 2024- July 2025	Stage Five	<ul style="list-style-type: none"> Implementation and transition (where applicable, a school closes) 	<ul style="list-style-type: none"> Relevant council officers Schools
July 2025 (TBC)	Process complete		

Appendix 1: Additional Demographic Information

Demographics

- Births fell by over 1100 (20%) between 2011 and 2019, from nearly 5200 to under 4100.
- Births in 2020 fell by another 500 to just over 3500 – this is the 2024/25 Reception cohort.
- This will be further compounded by movement in and out of the borough.
- Reception cohorts have fallen by 650 (18%) between 2015/16 and 2021/22.
- Reception cohort was 68.5% to 70.5% of the corresponding births until 2020/21 and 2021/22 when it dropped to below 67%.
- Cohorts have historically reduced by 5-10% between YR and Y6, although this may be 12% for the 2022/23 Year 6 cohort.
- Children already born affect Reception cohorts until 2024/25 – births for the 2024/25 Reception cohort were 800 lower than for the 2021/22 Reception cohort.
- If Reception cohorts remain below historic level of around 70% of births it further reduces cohort size.

Impact of demographics



The impact of reducing Reception cohorts is a growth in surplus places.

Surplus places have increased from below 150 in 2011/12 to over 700 for 3 of the four years from 2018/19.

The Reception Year PAN has reduced by nearly 400 places (nearly 10%) between 2016/17 and 2021/22, involving 15 schools.

The PAN reduction, however, has only kept pace with the reduction in Reception cohort size – it has not reduced the number of surplus places.

In 2020/21 and 2021/22 the 700+ surplus places have equated to almost 20% of all Reception places. 700 places is equivalent to 24 1FE schools having no intake at all (Southwark has 25 1FE schools).

A number of schools 2021/22 had an intake of 10 or less children into the Reception year

Future forecasts and their implications

Reception Year cohorts are expected to continue to decline. In the short-term this expectation is based upon actual birth data for cohorts up to and including 2024/25. Beyond that, it is based upon GLA forecasts of births. [Note – updated GLA pupil projections are expected shortly which would affect this section]

Reception Year cohort	Reception Year as 67% of births	Reception Year as 70% of births
2022/23	2850	2980
2023/24	2740	2860
2024/25	2380	2450
2025/26	2540	2650
2026/27	2480	2590
2027/28	2480	2590
2028/29	2470	2580
2029/30	2460	2570
2030/31	2450	2560

Forecasts are based upon a set of assumptions, each of which may prove more or less accurate. If birth rates and / or conversion rates from birth to Reception increase then the possible Reception cohort sizes above may prove pessimistic. Similarly, if births or conversion rates fall further, Reception cohorts could be lower.

Admissions data indicates that the September 2022 Reception cohort is likely to be below 2750. If correct, this would be represent a further reduction in the conversion rate from birth to Reception to around 64%. If that was to become a recurrent level, the indicative Reception cohorts above would need revising downwards by another 90-100 pupils.

Appendix 2: Primary schools' financial position, risks and options.

The Council already faces a significant financial challenge in their maintained primary schools to stabilise their current financial position, where over 20% of maintained primary schools have deficit balances.

In the event of a school closure any deficit balance remaining ultimately falls to the Council's general fund and, therefore, the residents of Southwark. If the current financial position is not stabilised and the maintained primary schools with existing deficits of more than £500k were to close, the deficit balances plus redundancy costs could exceed £3.4m.

The need to close schools, and how many schools, is about restoring equilibrium between the supply of places and the demand for those places, which in turn should more closely match expenditure to income – reducing the pressure that puts on schools (particularly nursery schools and 1FE primary schools) in managing their expenditure within a continually decreasing funding envelope.

In the meantime, schools must be supported and challenged to take more immediate action to reduce their own expenditure in response to reduced income.

School governing bodies (GBs) are required to set a balanced budget each year and they must take into account the current pupil number forecasts, assessing the impact on their own pupil admissions, and anticipate the need to reduce expenditure accordingly.

Schools can generally manage (i.e. matching expenditure with income) with a year group of at least 27 pupils per class and anything below 25 pupils per class becomes financially tenuous.

As schools' largest cost is staffing, typically accounting for 75% to 80% of total expenditure, in almost all cases a restructure of the schools' establishment will be required to drive down costs in response to the fall in pupil numbers and funding. If pupil numbers continue to decline, this may lead to further requirements for restructuring. This is not a long-term sustainable solution because of the potential impact on staff and pupils of working and learning in an uncertain environment. This will also not necessarily result in the required financial savings as the school has to keep up with falling rolls year on year. Uncertainty about future viability may lead to recruitment and retention difficulties, which may impact on loss of expertise, knowledge and experience.

Currently, many of the maintained primary schools applying for a licensed deficit have based their recovery plans on over-optimistic pupil numbers and rely on natural attrition of staffing to bring their budget back into balance. This lack of strategic planning erodes the LA's confidence that the GB has the ability to fulfil one of its three core strategic functions to oversee the financial performance of the school and making sure its money is well spent.

More timely interventions, such as Notices of Concern under the Scheme for Financing Schools or suspension of the GB's financial delegation under [Section 66 of the Education and Inspections Act 2006](#)) should be considered by the LA to safeguard the financial position of the LA and the school.

Finally, the potential of a LA Multi Academy Trust, offered in the *Opportunity for All* White Paper and the new *Schools Bill*, does not provide a panacea to the financial position outlined above and to have a realistic chance of incorporating a successful and strong MAT, the supply of school places needs to be matched with demand which in turn should more closely match expenditure to income.

Appendix 3: Financial impact

1. Cost of closing 5 / 10 / 20 schools

- Any deficit balance – current total deficit balance £3.345m (16 schools);
- Direct costs of redundancies – £350k (based on recent closure / proposed closure) but subject to individual staffing profile of each school;
- Administrative expenditure, including associated officer time, cost of maintaining a potentially empty building, etc.

2. Financial impact of closing 5 / 10 / 20 schools on traded services:

Based on 5 / 10 / 20 schools representing approx. 10% / 20% / 40% of maintained primary schools and that all current traded services charge on a per school basis, for every school closure about £10k is potentially lost across all current traded services*.

Reduction in schools	Loss of Income(approx.)	Equivalent FTE
5	£50k	1-2
10	£100k	2-4
20	£200k	4-8

*Education Business Alliance, Ed Psychology, Governor Services, Schools HR, Music Service

Plus associated redundancy costs, but may not necessarily shed staff immediately as services such as Governor Support and Schools HR would be required to support schools through the closing process.

This loss of income to the Council could be mitigated by broader marketing of current services to academies and other boroughs / exploring alternative delivery models / shared services with neighbouring boroughs.

3. Financial impact of closing 5 / 10 / 20 schools on central services supported by the Dedicate School Grant:

- a. Central Schools Services Block – not impacted by school closures as based on total pupil numbers (maintained and academies). However, based on pupil number projections this could reduce by over £150k, from current funding level of £1,856k, over the next four financial years.

Funds statutory services for all schools: planning for education; admissions; education welfare service; independent school fees; school licenses and subscriptions (copyright etc); school forum costs; schools funding formula – with this latter expenditure being vulnerable to the introduction of the National Funding Formula.

b. Schools Block

- (i) Education services to maintained schools – not impacted by school closures as funding is based on total pupil numbers in maintained schools. The current funding level is £288.2k and is subject to approval of the School Forum and covers strategic planning; attendance; landlord responsibilities of school estate; and corporate overheads.

Due to the forecast reduction in pupil numbers, overall, and assuming minimal movement of pupils outside the borough and a 30% movement of pupils outside the maintained sector, we expect the available funding to decrease as follows:

Reduction in schools	Loss of DSG Funding (approx.)
5	£4k
10	£10k
20	£24k

- (ii) De-delegated services to maintained mainstream schools – not all services are impacted by school closures as funding is based on total pupil numbers in maintained schools. The current funding level is £3,339k and is subject to approval of the School Forum and covers schools in Financial Difficulty support; Maternity and Trade Union Supply cover; Behaviour Support services (early help and Summerhouse) & School Improvement services.

Due to the forecast reduction in pupil numbers, overall, and , overall, and assuming minimal movement of pupils outside the borough and a 30% movement of pupils outside the maintained sector, we expect the available funding for pupil based services to decrease, as illustrated in the table below.

Reduction in schools	Loss of DSG Funding (approx.)
5	£69k
10	£157k
20	£336k

The LA services most vulnerable to this reduction are:

Service	2022-23 DSG Funding	Loss of DSG Funding From reduction in:		
		5 schools	10 schools	20 schools
Behaviour support services – contribution to early help	384k	£6k	£16k	£34k
Behaviour support services – Summerhouse	1,114k	£18k	£46k	£99k
Additional school improvement services	519k	£27k	£55k	£112k
Total	2,017k	£51k	£117k	£245k

Added to this, is the additional loss of the Schools Monitoring and Brokerage Grant (£165k) from 2023-24 from the Learning and Achievement Team. In terms of the ‘tipping point’ for school improvement services, it is clear in the Opportunity for All White Paper / Schools Bill, that in a future schools system a LA will only retain responsibility for sufficiency, admissions, safeguarding and attendance and ensuring the quality of education will rest with MATs .

Appendix 4: Implications for buildings

Where vacant school buildings are owned by the council the council will bring forward proposal to repurposed them for educational and/or community use. Working to ensure they are maintained in public ownership so they can be brought back into use for school provision when pupil places demand increase in future years.

By reducing surplus capacity the council would avoid:

- Holding costs for vacant buildings / operating and environmental costs of using under occupied buildings.
- Increased running & maintenance costs of building with inefficient use of main and annex buildings/space due to reduced numbers of pupils.
- If spaces are mothballed, costs are associated with maintaining those spaces although the cost is reduced from occupancy.
- Reviewing the wider school estate to make use of the more efficient buildings in terms of running & maintenance costs (e.g. asbestos issues or energy efficient buildings, in that old inefficient buildings should be closed or mothballed).

Potential alternatives might include:

- Special educational needs provision
- Adult, further or vocational education

The potential to support the Voluntary and Community Sector (including VCS arts and cultural operations) throughout the borough

Appendix 5: Importance of working in partnership

It is essential to recognise that:

- Reducing Reception cohorts is a collective challenge.
- The Council will work with schools (Headteachers and Governors), Dioceses, MATs, and DfE / Regional Directors and neighbouring Local Authorities to develop and take forward proposals.
- There have already been reductions in Published Admission Numbers at community, Church of England, Catholic, and academy schools, as well as school closure.
- Future changes are also expected to impact all types of school.

It is important to note that the Council can only propose / determine reductions in Published Admission Number (PAN) at community schools, and can only propose / determine closure of LA maintained schools (i.e. not academies). For closure of LA maintained faith schools the relevant Diocese would have a right of referral to the Schools Adjudicator. For academies, only the academy trust can propose / determine a lower Published Admission Number, and only the academy trust can apply to the Department for Education to close or amalgamate a school. This legislative landscape emphasises the need for effective partnership working.

Reductions in Published Admission Number (PAN), amalgamation, or closure of schools requires engagement with the community, including staff and parents, before decisions are made.

There may be opportunities to utilise a decline in the pupil numbers to improve educational provision in Southwark. In particular it may provide opportunities to:

- Develop cross-school collaboration, including at governance and leadership levels, to improve educational performance, staff development (and resilience of staffing structures), and financial sustainability; and / or
- Create a more educationally and financially resilient structure of schooling; and / or
- Improve the school estate through reinvestment of capital receipts if sites become surplus (which could include using a surplus site for decant while ongoing sites are invested in while pupils are off-site).

The Council will be working with schools / academy trusts and Diocese to consider the implications of the 2022 White Paper 'Opportunity for All' and the Government's aspiration that all schools are, or are in the process of becoming, academies by 2030. The White Paper is available [here](#).

Appendix 6: Glossary

PAN	<p>Published Admission Number. This means that maximum number of children to be admitted into a school for the normal point of entry e.g. the Reception Year for an infant/primary school (Year 3 for a Junior school).</p> <p>Reductions in PAN have to be consulted upon in accordance with requirements of the Admissions Code.</p> <p>An Admissions Authority can admit pupils in excess of PAN without prior consultation.</p>
Admissions Authority	<p>The body that is responsible for the Admissions Arrangements for a school and for prioritising applications in accordance with the Admissions Arrangements. For community and voluntary-controlled schools this is the Local Authority. For foundation and voluntary-aided schools it is the Governing Body. For academies it is the academy trust.</p>
Admissions Arrangements	<p>The policy determined by the Admissions Authority for a school, which includes its PAN and the over-subscription criteria. Where an Admissions Authority proposes either a reduction in the PAN or changes to the over-subscription criteria they must consult upon the proposed future policy in accordance with the Admissions Code.</p>
Admissions Code	<p>The statutory guidance issued by the Department for Education that places requirements upon Admissions Authorities and Local Authorities for the determination and implementation of Admissions Arrangements and the application and offer process.</p>
Community school	<p>A school that is maintained by a local authority and where the local authority is the land-owner, employer, and Admissions Authority.</p>
Foundation school	<p>A school that is maintained by a local authority and where the governing body is the land-owner, employer, and Admissions Authority.</p>
Voluntary-aided school	<p>A school that is maintained by a local authority and where the governing body is the employer and Admissions Authority and the land is (most commonly) owned by the relevant Diocese.</p>
Academy	<p>A school that is directly funded by the Secretary of State through a Funding Agreement and where the Academy Trust is the employer and Admissions Authority. The land ownership depends upon whether the school was previously a community, foundation, or voluntary-aided school.</p>
Academy Trust	<p>A charitable company that operates one or more academy schools.</p>

Appendix 7: Southwark primary schools

There are 72 schools with a Reception intake in Southwark (two of which are infant schools that each feed a linked junior school that has a Year 3 intake).

	PAN up to 30	PAN 31 to 60	PAN 61 to 90
Community	10	21	4
Foundation	2	0	0
Voluntary-aided	12	8	1
Academy (including Free Schools)	1	13	0
Total	25	42	5

	PAN up to 30	PAN 31 to 60	PAN 61 to 90
Catholic	4	6	0
Church of England	9	2	1
Secular	12	34	4
Total	25	42	5

These schools are situated across the borough as shown in the following map (see appendix 8).

In 2021/22, the Reception PAN was just below 124 forms of entry (FE), of which:

- 21% of places were within the 36% of schools that admit up to 30 pupils a year;
- 67% of places were within the 56% of schools that admit between 31 and 60 pupils a year; and
- 12% of places were within the 7% of schools that admit over 61 pupils a year.

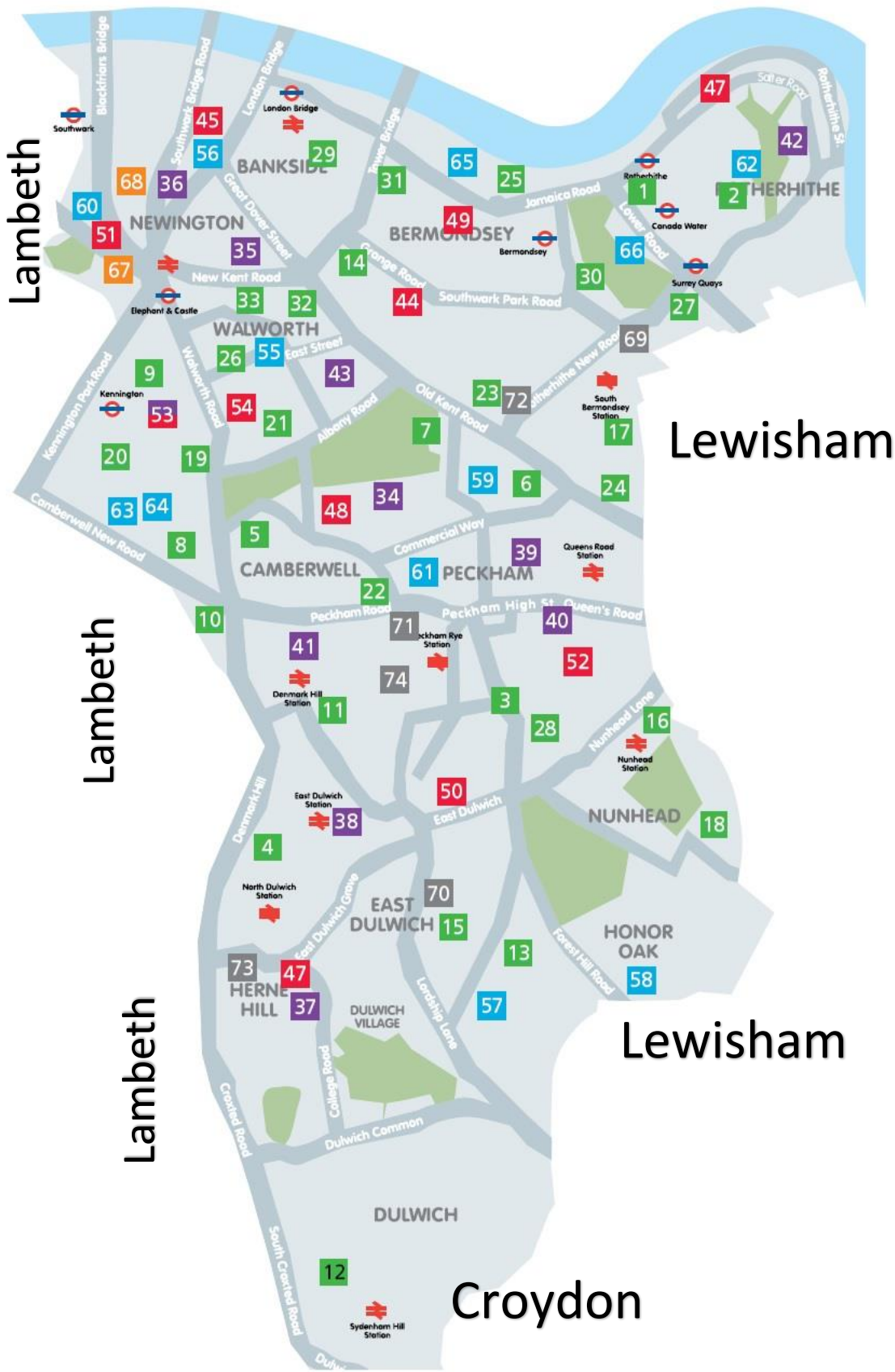
The following table shows the schools within each planning area.

PA	School	Legal type	Faith	Max PAN	PAN 21/22	PAN 22/23
PA1	ARK Globe	Academy		60	60	60
PA1	Cathedral School of St Mary Overie CE	VA	CE	30	30	30
PA1	Charles Dickens Academy	Academy		60	60	60
PA1	Charlotte Sharman	Foundation		60	30	30
PA1	Cobourg	Community		60	60	30
PA1	Crampton	Community		30	30	30
PA1	English Martyrs RC	VA	RC	60	60	60
PA1	Friars	Foundation		30	30	30
PA1	Keyworth	Community		90	60	60
PA1	Michael Faraday	Community		60	60	60
PA1	Robert Browning	Community		60	30	30

PA	School	Legal type	Faith	Max PAN	PAN 21/22	PAN 22/23
PA1	St Georges Cathedral RC	VA	RC	30	30	30
PA1	St John's Walworth CE	VA	CE	30	School closed	
PA1	St Joseph's (Borough)	VA	CE	30	30	30
PA1	St Jude's CE	VA	CE	30	30	30
PA1	St Paul's CE Academy	Academy	CE	45	30	30
PA1	St Peters CE	VA	CE	30	30	30
PA1	Surrey Square Academy	Academy		60	60	60
PA1	Townsend	Community		30	30	30
PA1	Victory	Community		30	30	30
PA2	Albion	Community		60	60	60
PA2	Alfred Salter	Community		60	60	60
PA2	Boutcher CE	VA	CE	30	30	30
PA2	Galleywall City of London	Free		60	60	60
PA2	Grange	Community		60	60	60
PA2	Ilderton	Community		60	60	60
PA2	John Keats	Free		60	60	60
PA2	Peter Hill with St Mary's and St Paul's CE	VA	CE	30	30	30
PA2	Phoenix	Community		120	90	90
PA2	Pilgrims Way	Community		30	30	30
PA2	Redriff	Academy		90	60	60
PA2	Riverside	Community		45	45	45
PA2	Rotherhithe	Community		90	60	60
PA2	Snowsfields	Community		30	30	30
PA2	Southwark Park	Community		60	60	60
PA2	St James CE	VA	CE	60	60	60
PA2	St John's RC	VA	RC	30	30	30
PA2	St Joseph's RC Bermondsey	VA	RC	45	45	45
PA2	St Joseph's RC Rotherhithe	VA	RC	30	30	30
PA2	Tower Bridge	Community		30	30	30
PA3	Angel Oak	Academy		60	60	60
PA3	Bellenden	Community		60	30	30
PA3	Camelot	Community		90	60	60
PA3	Harris Peckham Park	Academy		60	60	60
PA3	Harris Free School Peckham	Free		60	60	60
PA3	Hollydale	Community		45	30	30
PA3	Ivydale	Community		90	90	90
PA3	John Donne	Academy		60	60	60
PA3	Rye Oak	Community		60	60	60
PA3	St Francesca Cabrini RC	VA	RC	60	60	60
PA3	S Francis RC	VA	RC	60	60	60
PA3	St James the Great RC	VA	RC	30	30	30

PA	School	Legal type	Faith	Max PAN	PAN 21/22	PAN 22/23
PA3	St John's and St Clements CE	VA	CE	60	60	60
PA3	St Mary Magdalene CE	VA	CE	30	30	30
PA4	Belham	Academy		60	60	60
PA4	Bessemer Grange	Community		90	90	90
PA4	Brunswick Park	Community		75	60	60
PA4	Comber Grove	Community		45	30	30
PA4	Crawford	Community		90	60	60
PA4	Dog Kennel Hill	Community		60	60	60
PA4	John Ruskin	Community		60	60	60
PA4	Lyndhurst	Academy		60	60	60
PA4	Oliver Goldsmith	Community		60	60	60
PA4	St George's CE	VA	CE	30	30	30
PA4	St Joseph's Infant RC	VA	RC	60	60	60
PA4	St Joseph's Junior RC	VA	RC	60	60	60
PA5	Dulwich Hamlet Junior	Academy		90	90	90
PA5	Dulwich Village Infants CE	VA	CE	90	90	90
PA5	Goodrich	Community		90	90	90
PA5	Goose Green	Academy		60	60	60
PA5	Heber	Community		60	60	60
PA5	Harris Primary Free East Dulwich	Free		60	60	60
PA5	Judith Kerr Free School	Free		56	56	56
PA5	Dulwich Wood	Community		60	60	60
PA5	St Anthony's RC	VA	RC	60	60	60

Appendix 8: Map of state-funded mainstream primary schools in Southwark



Community primary schools

- 1 Albion Primary School
- 2 Alfred Salter Primary School
- 3 Bellenden Primary School
- 4 Bessemer Grange Primary School
- 5 Brunswick Park Primary School
- 6 Camelot Primary School
- 7 Cobourg Primary School
- 8 Comber Grove Primary School
- 9 Crampton Primary School
- 10 Crawford Primary School
- 11 Dog Kennel Hill Primary School
- 12 Dulwich Wood Primary School
- 13 Goodrich Primary School
- 14 Grange Primary School
- 15 Heber Primary School
- 16 Hollydale Primary School
- 17 Ilderton Primary School
- 18 Ivydale Primary School
- 19 John Ruskin Primary School
- 20 Keyworth Primary School
- 21 Michael Faraday Primary School
- 22 Oliver Goldsmith Primary School
- 23 Phoenix Primary School
- 24 Pilgrim's Way Primary School
- 25 Riverside Primary School
- 26 Robert Browning Primary School
- 27 Rotherhithe Primary school
- 28 Rye Oak Primary School
- 29 Snowsfields Primary School
- 30 Southwark Park School
- 31 Tower Bridge Primary School
- 32 Townsend Primary School
- 33 Victory Primary School

Academies

- 34 Angel Oak Academy
- 35 ARK Globe Academy
- 36 Charles Dickens Primary School
- 37 Dulwich Hamlet Junior School
- 38 Goose Green Primary School

- 39 Harris Primary Academy, Peckham Park
- 40 John Donne Primary School
- 41 Lyndhurst Primary School
- 42 Redriff Primary
- 43 Surrey Square Primary School

Voluntary aided schools

- 44 Boucher Church of England Primary School
- 45 The Cathedral School of St Saviour and St Mary Overie
- 46 Dulwich Village C of E Infants' School
- 47 Peter Hills with St Mary's and St Paul's C of E Primary School
- 48 St George's C of E Primary School
- 49 St James' C of E Primary School
- 50 St John's and St Clement's C of E Primary School
- 51 St Jude's C of E Primary School
- 52 St Mary Magdalene C of E Primary School
- 53 St Paul's C of E Primary School
- 54 St Peter's Walworth C of E Primary School
- 55 English Martyrs' Catholic Primary School
- 56 Saint Joseph's Catholic Primary School, The Borough
- 57 St Anthony's Catholic Primary School
- 58 St Francesca Cabrini Primary School
- 59 St Francis Catholic Primary School
- 60 St George's Cathedral Catholic Primary School
- 61 St James the Great Catholic Primary School
- 62 St John's Catholic Primary School
- 63 St Joseph's Camberwell Catholic Schools' Federation (Infants)
- 64 St Joseph's Camberwell Catholic Schools' Federation (Juniors)
- 65 St Joseph's Catholic Primary School, George Row
- 66 St Joseph's Catholic Primary School, Gomm Road

Foundation schools

- 67 Charlotte Sharman Primary School
- 68 Friars Primary Foundation School

Free schools

- 69 Galleywall Primary City of London Academy
- 70 Harris Primary Academy East Dulwich
- 71 Harris Primary Free School Peckham
- 72 John Keats Primary School
- 73 Judith Kerr Free School
- 74 The Belham Primary School

Appendix 9: Equalities Impact Needs Analysis

***Equality and health analysis for the
reduction of the numbers of primary
schools in Southwark***

May 2022

Section 1: Equality analysis details

Proposed decision to which this equality analysis relates	Reduction in the number of Primary Schools in Southwark – School Closures				
Equality analysis author	Ric Euteneuer, Principal Strategy Officer (<i>School Place Planning</i>)				
Strategic Director:	David Quirke-Thornton, Strategic Director of Children’s and Adults’ Services				
Department	Children’s & Adults	Division	Education		
Period analysis undertaken	May 2022				
Date of review	July 2022				
Sign-off		Position	Director of Education	Date	

Section 2: Brief description of decision

1.1 Brief description of decision
<p>The number of primary pupils in Southwark have been decreasing rapidly, in excess of our ability to reduce provision. All the indicators for the short to medium term are that primary rolls will continue to fall. Primary reception rolls began to fall in 2017/18, and continued to fall for another year, when Southwark took action and reduced 12 school PANs. This effectively only kept pace with the fall in rolls, and rolls overall began to fall in 2018. Southwark – in common with most other London Boroughs – now needs to remove primary-phase places as demand is lower. Throughout the process of making changes to reflect the future lower need for places, the Council will work in partnership with schools (including academy trusts) and Diocesan authorities, with our shared priority being to maintain educational quality, providing the right number of places in the right locations, and ensuring that the remaining schools can be financially sustainable. To do this, we need to establish a series of principles to judge schools by principles have been developed in partnership with leaders. This will be agreed and a level of provision agreed with stakeholders that is sustainable and fit for the future. Given the reduction in numbers, this will inevitably result in some school closures and mergers, and the level of these will be determined as a result of the consultation above.</p>

Section 3: Overview of service users and key stakeholders consulted

2. Service users and stakeholders	
Key users of the department or service	School staff and Governors Children's & Adults' Services staff Parents of pupils at the school Council Members Dioceses Multi-Academy Trusts (MATs)
Key stakeholders were/are involved in this policy/decision/business plan	School staff and Governors Children's & Adults' Services staff Parents of pupils at the school Council Members Dioceses Multi-Academy Trusts (MATs)

School leaders in the authority area have been consulted with regarding the proposed consultation on the proposals for July 2022, as well as Southwark Councillors.

Section 4: Pre-implementation equality analysis

This section considers the potential impacts (positive and negative) on groups with 'protected characteristics', the equality information on which this analysis is based and any mitigating actions to be taken.

The first column on the left is for societal and economic issues (discrimination, higher poverty levels) and the second column on the right for health issues, physical and mental. 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 health is given special consideration, as it is the council's declared intention to reduce health inequalities in the borough. The Public Health Team can assist with research and data.

Age - 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).																																									
Potential impacts (positive and negative) of proposed decision	Potential health impacts (positive and negative)																																								
<p>The proposals will operate irrespective of the age of the parent(s) and children. Children are admitted to year R in the year in which they become 5 years old for reception class and the school operate until children are 10 years old, The proposals would affect all children of a primary age and parents/carers irrespective of age.</p> <p>There are no expected differential effects for children or parents/carers based on age. Outside of this broad consideration, the proposals to close schools will not disproportionately affect particular age groups.</p>	There are no identified positive or negative health impacts related to age for this policy.																																								
Equality information on which above analysis is based	Health data on which above analysis is based																																								
<p>The Schools Census 2021/22, as well as roll projections and existing school capacities show that there is potentially a projected increase of spare places at <u>reception</u> in Southwark in the long term, from a notional excess capacity of 17% in 2021-2022 to just below 22% in 2025/2026. Figures below show that there remains above the desired Audit Commission 5-10% level of spare capacity at reception, therefore allowing for an element of choice for applicants and not discriminating on the basis of age.</p> <p>Figures <i>in italics</i> are <u>projections</u>.</p> <table border="1"> <thead> <tr> <th>Year R</th> <th>Roll</th> <th>Cap</th> <th>Vac</th> <th>% Vacs</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>2,985</td> <td>3,716</td> <td>+731</td> <td>+20%</td> </tr> <tr> <td>2021-2022</td> <td>2,929</td> <td>3,641</td> <td>+712</td> <td>+20%</td> </tr> <tr> <td>2022-2023</td> <td>2,657</td> <td>3,581</td> <td>+924</td> <td>+26%</td> </tr> <tr> <td>2023-2024</td> <td>2,974</td> <td>3,431</td> <td>+457</td> <td>+13%</td> </tr> <tr> <td>2024-2025</td> <td>2,921</td> <td>3,431</td> <td>+510</td> <td>+15%</td> </tr> <tr> <td>2025-2026</td> <td>2,852</td> <td>3,431</td> <td>+579</td> <td>+17%</td> </tr> <tr> <td>2026-2027</td> <td>2,796</td> <td>3,431</td> <td>+635</td> <td>+19%</td> </tr> </tbody> </table> <p>This does not (yet) include any reductions to capacity that have not already been agreed.</p>	Year R	Roll	Cap	Vac	% Vacs	2020-2021	2,985	3,716	+731	+20%	2021-2022	2,929	3,641	+712	+20%	2022-2023	2,657	3,581	+924	+26%	2023-2024	2,974	3,431	+457	+13%	2024-2025	2,921	3,431	+510	+15%	2025-2026	2,852	3,431	+579	+17%	2026-2027	2,796	3,431	+635	+19%	Not applicable
Year R	Roll	Cap	Vac	% Vacs																																					
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<p>For pupils of all primary school ages in Southwark, the figures show a similar pattern</p>				
All Year	Roll	Cap	Vac	% Vacs
2020-2021	21,800	26,940	+5,140	+19%
2021-2022	21,290	26,610	+5,320	+20%
2022-2023	21,000	26,390	+5,390	+20%
2023-2024	20,700	25,890	+5,190	+20%
2024-2025	20,330	25,420	+5,090	+20%
2025-2026	19,970	24,940	+4,970	+20%
2026-2027	19,570	24,630	+5,060	+21%
<p>Therefore the availability of reception and primary school places is scheduled to remain some way above the Audit Commission recommended limit of 10% for the next 5 or 6 years' time, which would imply that there would remain extensive choice for applicants, irrespective of (primary) school age, both locally and across the LA.</p> <p>In terms of alternative places for pupils currently attending Southwark schools, the <u>vacancies</u> at schools within Southwark for next year are shown above, in the third column. There is therefore room in the locality to accommodate all children affected by the proposals. On this basis, there appear to be no age related potential discriminatory potential for this policy or its effects on the school age population.</p>				
<p>Mitigating actions to be taken</p>				
<p>As there appear to be no age related potential discriminatory potential for this policy or its effects on the school age population, no mitigating actions are necessary</p>				

<p>Disability - 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.</p>	
<p>Potential impacts (positive and negative) of proposed decision</p>	<p>Potential health impacts (positive and negative)</p>
<p>The proposal for closure will have no differential effect as regards the disability status of the pupils or parent(s). Every effort will be made to accommodate children with disabilities in the schools that they are allocated after the school closes. Indeed children with disabilities are prioritised - the Council's admissions policy states that, after Looked After Children (LACs) and siblings, children with exceptional medical, social or psychological needs, where it is agreed by the Local Authority and the Headteacher that these can best be addressed at a particular school are prioritised.</p> <p>If we are to regard SEN as a disability, then the school has around twice the national average of Children with a Pupils with an SEN Education, Health and Care Plan, as are children receiving SEN support.</p>	<p>As stated opposite, children with disabilities are prioritised above pupils admitted on distance – the policy states that, after Looked After Children and siblings, children with exceptional medical, social or psychological needs, where it is agreed by the Local Authority and the Headteacher that these can best be addressed at a particular school.</p>
<p>Equality information on which above analysis is based</p>	<p>Health data on which above analysis is based</p>

<https://www.gov.uk/government/statistics/disability-prevalence-estimates-200203-to-201112-apr-to-mar>

The Office for Disability Issues has updated DWP estimates which show there are 11.6 million disabled people in Great Britain, of whom 5.7 million are adults of working age, 5.1 million are over state pension age and 0.8 million are children. 1.2 million residents of London were estimated to be disabled. Gives the latest disability prevalence within the UK. This was not broken down below sub regional geography, but this would equate to around 14.4% of the population, of whom 6.7% would be children of school age – or around 1,570 primary (4-11) aged children across the schools in Southwark. The numbers of children attending Townsend who are disabled are not recorded but it is expected they will follow the national prevalence within Southwark. In terms of SEN and children on EHCP Plans or with SEN support, local, regional and national figures are given below.

SEND status is recorded on the Annual Schools Census, available here

<https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2021>

Category	% Children with EHCP Southwark	% Children with EHCP London	% Children with EHCP England
Percentage	2.3%	2.9%	2.0%

Category	% Children with SEN Support Southwark	% Children with SEN Support London	% Children with SEN Support England
Percentage	14.8%	14.0%	12.6%

Mitigating actions to be taken

As there appear to be no disability related potential discriminatory potential for this policy or its effects on the school age population, no mitigating actions are necessary

Gender reassignment - The process of transitioning from one gender to another.

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
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No impact on gender reassignment have been identified from the proposals. Gender reassignment of pupils, parents and carers will form no part of the proposals, nor any consequent actions, and children of primary age will not be undergoing gender reassignment

There are no identified positive or negative health impacts related to gender reassignment for this policy.

Equality information on which above analysis is based.	Health data on which above analysis is based
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When the GRA (Gender Recognition Act - giving birth certificate change, marriage, was passed by Parliament, related government literature at the time estimated 6,000 visible transsexual people in the UK.

These were people living fully in "opposite gender" role, pre and post-ops, who had come to statistical attention through applying for Passports in their changed status, or being referred to or having passed through gender clinics and the NHS. This was therefore estimated to be 0.01% of the population or around one in 10,000 people. This was not broken down by sub national geography, but, applying this

Health data on which above analysis is based

Not applicable

<p>proportion to Southwark, this would equate to around 30 transgender residents in Southwark, across a range of ages.</p> <p>No negative impacts, with regard to this proposal have been identified</p>	
<p>Mitigating actions to be taken</p> <p>As no negative impacts, with regard to gender reassignment, have been identified, no mitigating actions are required</p>	

Marriage and civil partnership – 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. 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. **(Only to be considered in respect to the need to eliminate discrimination.)**

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
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<p>Marriage and civil partnership status would not be affected by the proposals, and would not disproportionately affect parents, carers, and staff of the school. Marital or civil partnership status do not form any part of the admission or recruitment process to the school, and someone's marital or civil partnership status would not affect the admission of a child to any other primary school in Southwark or other London Boroughs.</p>	<p>There are no identified positive or negative health impacts related to marriage or civil partnership for this policy.</p>
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Equality information on which above analysis is based	Health data on which above analysis is based
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<p>Mitigating actions to be taken</p> <p>As no negative impacts, with regard to marriage and civil partnership have been identified, no mitigating actions are required</p>	
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Pregnancy and maternity - 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.

Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)																
Pregnancy and maternity would not affect the parents, carers, as neither pregnancy nor maternity status form part of, or are disproportionately affected by the proposals. No negative or positive health or equality impacts have been identified																	
Equality information on which above analysis is based	Health data on which above analysis is based																
<p>Southwark's birth rate has declined in 2020, but the last comparative statistics published by ONS for London and England showed that Southwark has a lower level of births per 1000 women, and less births per woman than England and London overall.</p> <p>Southwark residents are having proportionately less children than in London or England. 2020 ONS birth figures are outlined below</p> <table border="1" data-bbox="151 680 858 831"> <thead> <tr> <th></th> <th>Southwark</th> <th>London</th> <th>England</th> </tr> </thead> <tbody> <tr> <td>Live births</td> <td>3,552</td> <td>117,897</td> <td>610,505</td> </tr> <tr> <td>GFR*</td> <td>49.0</td> <td>60.1</td> <td>59.2</td> </tr> <tr> <td>TFR**</td> <td>1.33</td> <td>1.60</td> <td>1.66</td> </tr> </tbody> </table> <p>* General Fertility Rate (GFR) number of live births per 1,000 women aged 15-44 ** Total Fertility rate(TFR) number of live children that a group of women would bear if they experienced the age-specific fertility rates of the calendar year in question throughout their childbearing lifespan</p> <p>No negative impacts, with regard to this proposal have been identified</p>		Southwark	London	England	Live births	3,552	117,897	610,505	GFR*	49.0	60.1	59.2	TFR**	1.33	1.60	1.66	Not applicable
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As no negative impacts, with regard to Pregnancy and Maternity have been identified, no mitigating actions are required																	

Race - 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	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
<p>At a macro level the proposals will have no real disproportionate negative impact for pupils of any race at primary schools in the borough, nor for their ability to obtain a place for their children as an alternative. Reception and In Year Admissions are undertaken irrespective of the race or ethnicity status of the child or parent(s). We would expect the demography (by race) of the school population remaining after a closure programme to be broadly similar to the situation that existed prior to the closure programme.</p> <p>However, what the effects are on local school populations will depend on <i>which</i> schools are chosen for closure and the demography of those schools and the areas they are located.</p>	There are no identified positive or negative health impacts related to race for this policy.

<p>More detailed EIAs for individual proposals will be undertaken when the schools have been chosen and proposed for closure to ensure there are no differential effects on children from a BME background as a result of school closures, or that steps are taken to mitigate such effects.</p>																																																																
<p>Equality information on which above analysis is based</p>	<p>Health data on which above analysis is based</p>																																																															
<p>Southwark has a considerably higher non-White population than England and London. The Southwark school population is more diverse than the population as a whole, as a number of BME families have arrived in the borough in recent years. Latest estimates from the GLA indicate that 51% of people living in Southwark have a white ethnic background compared to 84% nationally. A much larger proportion of our residents come from black and mixed ethnic backgrounds when compared to the rest of England.</p> <p>For Southwark primary schools, the white proportion of the population is 32%, so the schools are much more diverse than the Southwark population. Detailed figures for all primary schools across Southwark in terms of ethnicity are shown below.</p> <table border="1" data-bbox="167 1030 829 1736"> <thead> <tr> <th>Southwark Ethnicity</th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Black African</td><td>5,935</td><td>26.5%</td></tr> <tr><td>White UK</td><td>5,067</td><td>22.6%</td></tr> <tr><td>Any other White</td><td>2,166</td><td>9.7%</td></tr> <tr><td>Other ethnic group</td><td>1,621</td><td>7.2%</td></tr> <tr><td>Any other Mixed</td><td>1,498</td><td>6.7%</td></tr> <tr><td>Black Caribbean</td><td>1,467</td><td>6.6%</td></tr> <tr><td>Any other Black</td><td>1,287</td><td>5.8%</td></tr> <tr><td>White/Caribbean</td><td>739</td><td>3.3%</td></tr> <tr><td>White/Black African</td><td>503</td><td>2.2%</td></tr> <tr><td>Bangladeshi</td><td>491</td><td>2.2%</td></tr> <tr><td>White/ Asian</td><td>382</td><td>1.7%</td></tr> <tr><td>Any other Asian</td><td>366</td><td>1.6%</td></tr> <tr><td>Asian - Chinese</td><td>313</td><td>1.4%</td></tr> <tr><td>Asian - Indian</td><td>164</td><td>0.7%</td></tr> <tr><td>Asian - Pakistani</td><td>158</td><td>0.7%</td></tr> <tr><td>White - Irish</td><td>101</td><td>0.5%</td></tr> <tr><td>Arab</td><td>82</td><td>0.4%</td></tr> <tr><td>Traveller Irish</td><td>21</td><td>0.1%</td></tr> <tr><td>Gypsy/Roma</td><td>15</td><td>0.1%</td></tr> <tr> <td>Total Non-White UK</td> <td>17,309</td> <td>77.4%</td> </tr> </tbody> </table> <p>The evidence shows that schools is more ethnically diverse than primary schools in Southwark, as a whole</p> <p>As the primary proportion of BME population considerably exceed their prevalence in the population, this would seem to indicate that there is</p>	Southwark Ethnicity	Number	%	Black African	5,935	26.5%	White UK	5,067	22.6%	Any other White	2,166	9.7%	Other ethnic group	1,621	7.2%	Any other Mixed	1,498	6.7%	Black Caribbean	1,467	6.6%	Any other Black	1,287	5.8%	White/Caribbean	739	3.3%	White/Black African	503	2.2%	Bangladeshi	491	2.2%	White/ Asian	382	1.7%	Any other Asian	366	1.6%	Asian - Chinese	313	1.4%	Asian - Indian	164	0.7%	Asian - Pakistani	158	0.7%	White - Irish	101	0.5%	Arab	82	0.4%	Traveller Irish	21	0.1%	Gypsy/Roma	15	0.1%	Total Non-White UK	17,309	77.4%	<p>Not applicable</p>
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no direct or indirect bias operating in terms of admissions to schools.	
Mitigating actions to be taken	
EQIAs for the closure of schools to be undertaken when the schools have been chosen and proposed for closure	

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.	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
<p>Admission arrangements for community schools operate and admit children irrespective of the religion of the child or parent(s). In year admissions to community schools operate in the same way.</p> <p>For Voluntary Aided (VA) schools with religious admissions criteria, children meeting certain religious criteria are given priority in admissions. That said, where VA schools are operating with vacancies, they are not allowed to “reserve” these ongoing vacancies for children of faith, and children will be admitted regardless of faith to VA schools with vacancies, where a preference has been expressed. Indeed, some VA primary schools – primary Church of England Schools – reserve a number of “open places” for children of all religions or none.</p> <p>Whether there will be a differential effect on children attending schools with a religious background will depend very much on the schools chosen to close or merge. It is therefore recommended that, once these schools have been identified, a further EIA is undertaken to ascertain the potential effects of closure.</p>	There are no identified positive or negative health impacts related to race for this policy.
Equality information on which above analysis is based	Health data on which above analysis is based
<p>No religious affiliation for schools or across Southwark is collected as part of the school census programme, so we have no record of religious observance in the borough at a school or borough level, outside the Census 2011. The latter stated that the Christian population of Southwark is 52.5%, with the under 15 population is 53.7%. This would seem to indicate that the religious diversity of children attending Schools in Southwark and the general population are similar and the impact is therefore likely to be minimal.</p> <p>The school population of the borough’s VA primary schools is around 24% of all pupils. However, it is recognised that not every Christian parent wants a religious education for their child. The high level of vacancies at VA primary schools (19%) would seem to indicate that there were sufficient places at religious school for children who required them. Whilst on the face of it, this would seem to indicate</p>	Not applicable

<p>a need for more religious based education in the borough, the same view is taken as for primary schools – that not every religious parent wants a Christian education for their child, and that new Christian schools would primarily be abstractive of existing school places rather than meeting an unmet need.</p> <p>An indication from the Census 2011 of the Religion of those aged 0 to 15 is given below</p> <p>Southwark (LBS), Inner London (IL), London (L), England (E).</p> <table border="1"> <thead> <tr> <th>Religion</th> <th>LBS</th> <th>IL</th> <th>L</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Christian</td> <td>53.7%</td> <td>42.0%</td> <td>43.6%</td> <td>50.5%</td> </tr> <tr> <td>Buddhist</td> <td>0.8%</td> <td>0.6%</td> <td>0.6%</td> <td>0.3%</td> </tr> <tr> <td>Hindu</td> <td>0.7%</td> <td>1.6%</td> <td>4.6%</td> <td>1.5%</td> </tr> <tr> <td>Jewish</td> <td>0.2%</td> <td>2.2%</td> <td>2.0%</td> <td>0.5%</td> </tr> <tr> <td>Muslim</td> <td>13.7%</td> <td>24.6%</td> <td>19.8%</td> <td>8.8%</td> </tr> <tr> <td>Sikh</td> <td>0.1%</td> <td>0.4%</td> <td>1.5%</td> <td>0.9%</td> </tr> <tr> <td>Other</td> <td>0.2%</td> <td>0.2%</td> <td>0.3%</td> <td>0.2%</td> </tr> <tr> <td>No religion</td> <td>20.2%</td> <td>16.7%</td> <td>18.2%</td> <td>29.5%</td> </tr> <tr> <td>not stated</td> <td>10.4%</td> <td>11.7%</td> <td>9.5%</td> <td>7.9%</td> </tr> </tbody> </table> <p>Southwark is more “Christian” than London, Inner London, and England as a whole, and less Muslim than London and Inner London (though above the English average. Figures for “No religion” are higher than London and inner London, but lower than the national average.</p>					Religion	LBS	IL	L	E	Christian	53.7%	42.0%	43.6%	50.5%	Buddhist	0.8%	0.6%	0.6%	0.3%	Hindu	0.7%	1.6%	4.6%	1.5%	Jewish	0.2%	2.2%	2.0%	0.5%	Muslim	13.7%	24.6%	19.8%	8.8%	Sikh	0.1%	0.4%	1.5%	0.9%	Other	0.2%	0.2%	0.3%	0.2%	No religion	20.2%	16.7%	18.2%	29.5%	not stated	10.4%	11.7%	9.5%	7.9%
Religion	LBS	IL	L	E																																																		
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Mitigating actions to be taken																																																						
A further EQIA – undertaken at the same time as the EQIA with regard to ethnicity – could be undertaken to ensure there are no differential effects on pupils of any religion or none if schools are proposed for closure.																																																						
Sex - A man or a woman.																																																						
Potential impacts (positive and negative) of proposed policy/decision/business plan			Potential health impacts (positive and negative)																																																			
As the gender split in primary schools at large in Southwark are almost equally split (51% boys, 49% girls), no negative consequences as to gender resulting from the proposals or subsequent reallocation of places if the school closes have been identified. All our primary school places are co-educational, like all other state-funded primaries in Southwark. Any system to reallocate allocate pupils to new schools should their own close would therefore have no impact on gender imbalance			There are no identified positive or negative health impacts related to gender for this policy.																																																			
Equality information on which above analysis is based			Health data on which above analysis is based																																																			
The proportion of boys and girls in primary schools are split 51% Boys: 49% Girls by gender (Source: Pupil Census January 2022),			Not applicable																																																			
Year	R	1	2	3																																																		
Boys	1,467	1,518	1,590	1,523																																																		
Girls	1,465	1,432	1,448	1490																																																		

Year	4	5	6	Total
Boys	1,540	1,587	1,621	10,846
Girls	1,529	1,520	1,585	10,469

This matches the prevalence in the local population (Source ONS Census 2011).

Mitigating actions to be taken

As no negative impacts, with regard to gender have been identified, no mitigating actions are required

Sexual orientation - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
The proposed admissions arrangements operate irrespective of the sexual orientation of the parent(s) or pupils	There are no identified positive or negative health impacts related to sexual orientation for this policy.
Equality information on which above analysis is based	Health data on which above analysis is based
The Integrated Household Survey undertaken in 2010 revealed that almost three-quarters of a million UK adults say they are gay, lesbian or bisexual - equivalent to 1.5% of the population. This was not broken down by sub national geography, but applying this proportion to the number of residents in Southwark, this would equate to around 4,000 LGBTQ inhabitants in the borough. No negative impacts, with regard to sexual orientation, have been identified, and sexual orientation will not form any part of the allocation of places for children to go to if schools were to close	Not applicable
Mitigating actions to be taken	
As no negative impacts, with regard to religion have been identified, no mitigating actions are required	
Socio-economic disadvantage – although the Equality Act 2010 does not include socio-economic status as one of the protected characteristics, Southwark Council recognises that this continues to be a major cause of inequality in the borough. Socio-economic status is the measure of an area's, an individual's or family's economic and social position in relation to others, based on income, education, health, living conditions and occupation.	
Potential impacts (positive and negative) of proposed policy/decision/business plan	Potential health impacts (positive and negative)
The proposed closures should operate irrespective of the socio economic status of the parent(s) or pupils, and the proposals for closure will not consider socio economic factors in closing a school. Whilst socio-economic status forms no part of the proposals, nor subsequent reallocation of places, the socio economic <u>effects</u> of proposed closures should be checked to ensure that pupils and parents are not differentially affected by the proposed closure of one or more schools. The demographic and economic profile of the school and the surrounding area, and the schools that children will potentially be allocated would require scrutiny.	There are no identified positive or negative health impacts related to socio economic status for this policy.
Equality information on which above analysis is based	Health data on which above analysis is based

<p>Southwark ranked as 41st most deprived borough out of the 326 local authorities in England. This is a relative improvement from previous rankings (26th in 2007 and 17th in 2004). Southwark has also moved up to being the 12th most deprived borough in London in 2010, from 6th in 2004 and 9th in 2001</p>	<p>Not applicable</p>
<p>Mitigating actions to be taken</p>	
<p>EQIAs for the closure of schools to be undertaken when the schools have been chosen and proposed for closure, undertaken at the same time as the Race/ethnicity and religious aspects.</p>	
<p>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</p>	
<p>Potential impacts (positive and negative) of proposed decision</p>	
<p>The 16 rights are: Right to life, Freedom from torture and inhuman or degrading treatment; Right to liberty and security; Freedom from slavery and forced labour; Right to a fair trial; No punishment without law; Respect for your private and family life, home and correspondence; Freedom of thought, belief and religion; Freedom of expression; Freedom of assembly and association; Right to marry and start a family; Protection from discrimination in respect of these rights and freedoms; Right to peaceful enjoyment of your property; Right to education; and a Right to participate in free elections. The “right to an education” for children in the borough will not be affected by the proposals, given the number of vacancies that exist for pupils displaced by school closures to be reallocated</p>	
<p>Information on which above analysis is based</p>	
<p>The website below gives guidance to the 16 articles and individual details for each http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act</p>	
<p>No negative impacts with regard to human rights have been identified</p>	
<p>Mitigating actions to be taken</p>	
<p>As regards the admission arrangements - no negative impacts with regard to human rights, have been identified, so no mitigating actions are required</p>	

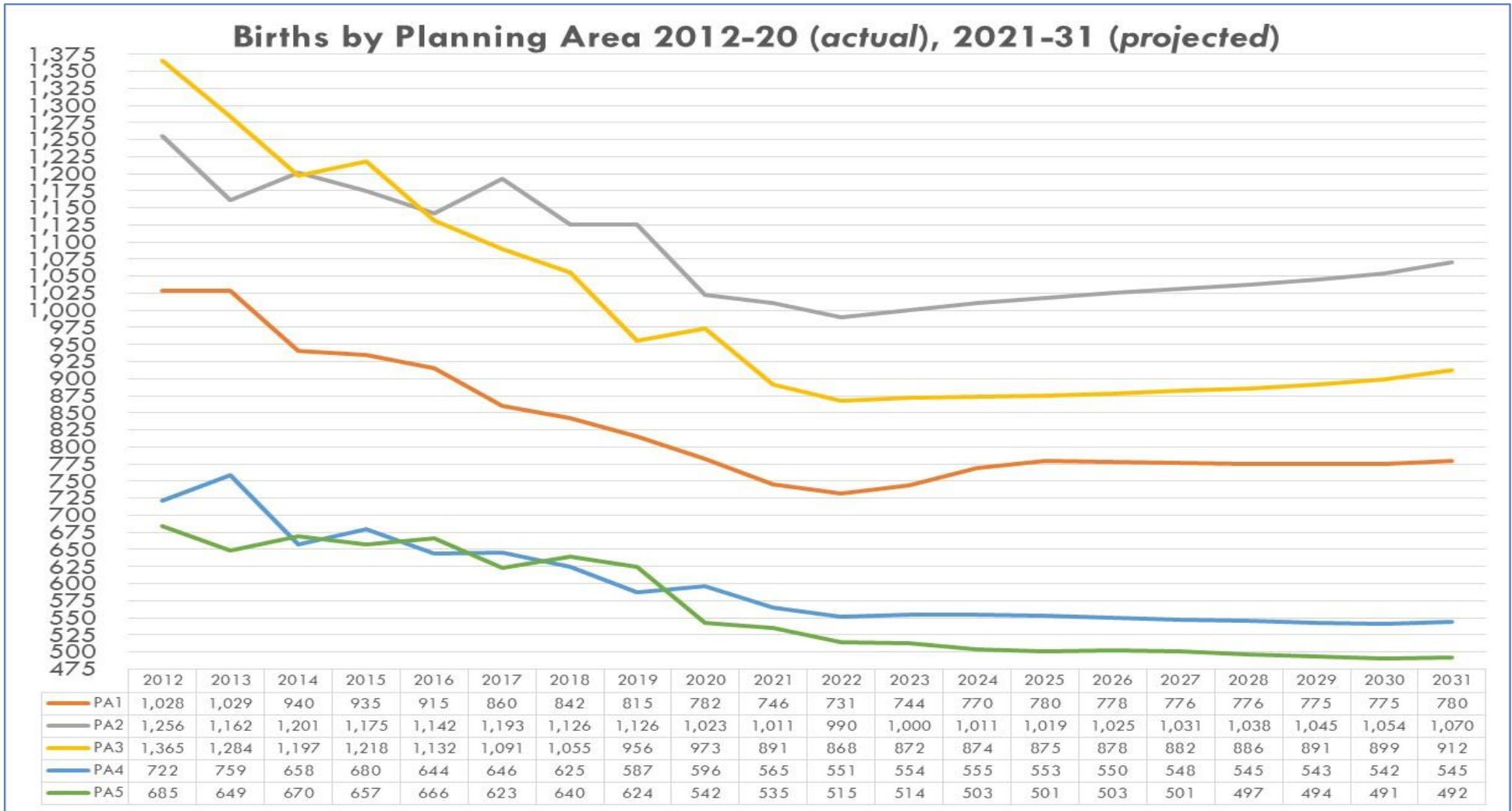
Section 5: Further actions and objectives

Further actions			
Based on the initial analysis above, please detail the key mitigating actions or the areas identified as requiring more detailed analysis.			
Number	Description of issue	Action	Timeframe
1	Further EQIA work on specific closure proposals with regard to <i>i) Race</i> <i>ii) Religion</i> <i>iii) Socio-economic status</i>	EQIAs for the closure of schools to be undertaken when the schools have been chosen and proposed for closure	July 2022 to September 202

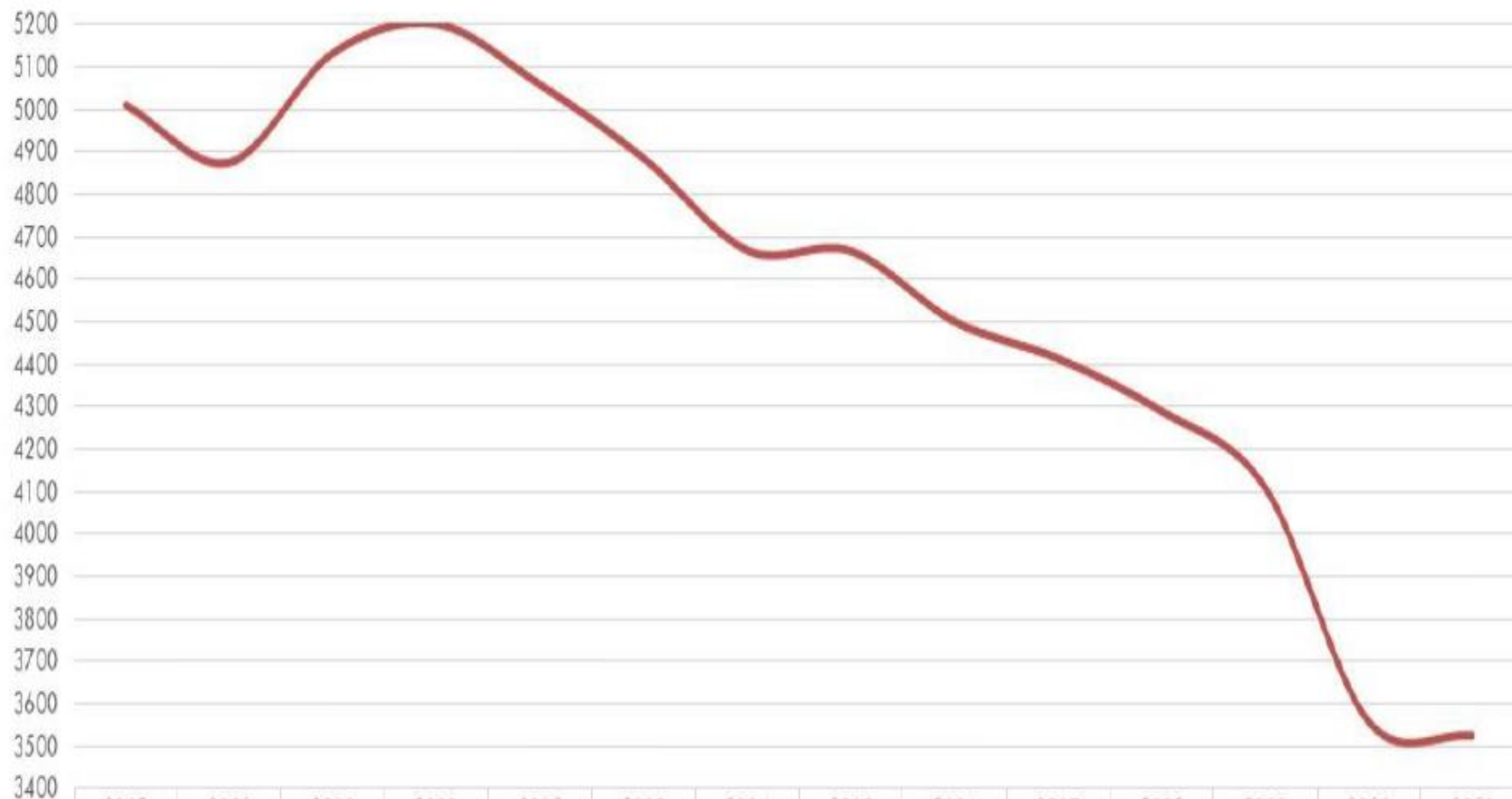
Equality objectives (for business plans)				
Based on the initial analysis above, please detail any equality objectives that you will set for your division/department/service. Under the objective and measure column please state whether this objective is an existing objective or a suggested addition to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

Health objectives (for business plans)				
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.				
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.				
Objective and measure	Lead officer	Current performance (baseline)	Targets	
			Year 1	Year 2
N/A	N/A	N/A	N/A	N/A

Appendix 10: Births by Planning Area



Births from 2008 to 2021



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Births	5008	4873	5131	5199	5056	4883	4666	4665	4499	4412	4288	4108	3557	3525

Appendix 11: Schools by Ward

(New) Ward	Primary Schools	Secondary Schools
Borough & Bankside	Charles Dickens, St Joseph's Borough RC, Cathedral School CE, Friars	Haberbdashers' Aske's Borough
Camberwell Green	Comber Grove, Crawford, John Ruskin, Brunswick Park, St Joseph's Infants RC, St Joseph's Junior RC	Sacred Heart Roman Catholic Secondary, ARK All Saints
Champion Hill	Dog Kennel Hill, Bessemer Grange	The Charter School North Dulwich
Chaucer	ARK Globe Academy	St Saviour's & St Olave's CE
Dulwich Hill	St Anthony's RC, Goodrich	Harris Boys East Dulwich
Dulwich Village	Judith Kerr, Dulwich Hamlet Juniors, Dulwich Village Infants CE	No secondaries
Dulwich Wood	Dulwich Wood Primary	Kingsdale Foundation
Faraday	Michael Faraday, St Peters CE, Surrey Square	ARK Walworth, University Academy Engineering South Bank
Goose Green	Harris Primary Free East Dulwich, St John's & St Clements CE, Goose Green, Heber	Charter School East Dulwich
London Bridge & West Bermondsey	Grange, Snowfields, Tower Bridge	No secondaries
Newington	Crampton, Keyworth, St Paul's CE	No secondaries
North Bermondsey	Riverside, Southwark Park, St James CE, St Joseph's George Row	Compass School Southwark, St Michael's Catholic College
North Walworth	Robert Browning, Townsend, Victory, English Martyrs RC	No secondaries
Nunhead & Queen's Rd	Hollydale, John Donne	The St Thomas the Apostle RC
Old Kent Road	Cobourg, John Keats, Ilderton, Pilgrims Way, Phoenix, Camelot, St Francis RC	No secondaries
Peckham	Angel Oak, Harris Academy Peckham Park, St James The Great RC	No secondaries
Peckham Rye	Ivydale, St Francesca Cabrini RC	Harris Girls East Dulwich
Rotherhithe	Albion, Alfred Salter, Rotherhithe, St Joseph's RC	Bacon's College
Rye Lane	Harris Free Peckham, Bellenden, St Mary Magdalene CE, Rye Oak, The Belham School	Harris Peckham Academy
South Bermondsey	Boutcher CE, Galleywall	City of London Academy Southwark, Harris Bermondsey
St George's	St Georges Cathedral RC, St Jude's CE,	Notre Dame RC

(New) Ward	Primary Schools	Secondary Schools
	Charlotte Sharman	
St Giles	Lyndhurst, Oliver Goldsmith, St George's CE	No secondaries
Surrey Docks	Peter Hills CE, Redriff, St Johns RC	No secondaries

Briefing Note for Lead Member Briefing

Report From:	Nina Dohel, Director of Education	For:	Councillor Jasmine Ali, Deputy Leader and Cabinet Member for Children, Young People, Education and Refugees
Item:	Southwark Stands Together – Update	Date:	17 January 2023

Summary:

This briefing note covers the period of quarter 3 (October- December 2022) and gives an update on the work undertaken by the Education work stream on the five Southwark Stands Together recommendations, of which we have prioritised activity on a, b and e:

- a. **Professional development and teacher induction:** Work in partnership with schools, head teachers and education leaders to develop and implement a Southwark standard for professional development and teacher induction. Using the experience and knowledge of BAME professionals in Southwark this will further our aim to address racial discrimination, unconscious bias and reflect cultural understanding across the school environment.
- b. **Curriculum:** Develop a suite of resources in partnership with schools and other institutions to support the teaching of Black History and integrate the learning about black history throughout the year. It is important that this history reflects black British history and experience as well as providing a focus on Africa, Asia and the Americas.
- c. **Strategic influencing:** Lobby the DfE and OFSTED to make fundamental changes to the national curriculum in England so that it is anti-racist, reflects the experiences of everyone who is learning in our school environments irrespective of race, and uses the flexibilities already available in the national curriculum to develop, and lead jointly, with head teachers and school leaders, a local, inclusive, and anti-racist Southwark curriculum.
- d. **Inclusion:** Aspire to end all school exclusions by asking schools to share their data around external, temporary and internal exclusions including information on off rolling. This will enable us to build an evidence base that helps understand the experience of BAME students and develop a strategy that can help eliminate school exclusions for all.
- e. **Transition into work:** Improve the experience of young people with respect to meaningful work experience; develop networks within and beyond school that provide advice and guidance and exposure to opportunities that helps them develop their aspirations and confidence and understanding linked to the world of work.

During the last period we have:

- Launched the Southwark Standard Webpage with School Improvement teams
- Worked with the Professional Development and Curriculum group to design support for the School Improvement team (outstanding)
- Interviewed four more people about their careers journeys- just typing and editing now)
- Written up one curriculum case study

Key Issues:

- Encouraging schools to share best practice via the Southwark Standard webpage and to use the resources and materials that are there.

Future Actions:

In quarter 4 we will:

- Arrange for one of the heads on the PD and C group to go into the School Improvement meeting to train the advisors on recognising and supporting development of diverse curricula as part of their regular work with schools.
- Review all regular opportunities for socialising the work of SST with schools and ensure there is a standing item on each agenda to discuss progress, give updates, take questions and ideas.
- Review the progress of the last two years and set new targets for the coming academic year, including KPIs around applying for the RACE Charter mark.
- Develop quality assurance oversight mechanisms within the group for professional development and curriculum work taking place in our schools, including through hubs or any other school-school development work.
- Get sign off consent on outstanding careers journeys.
- Type up and edit outstanding careers journeys (6 outstanding).
- Interview 4 more people about their career journeys.
- Interview a school about the development of their diverse Art curriculum.
- Present progress so far and host Q and As for residents at the Southwark Stands Together week (end March).
- Relaunch the mentoring spec for applications (outstanding).
- Meet with Jenny Brennan to restart work on the inclusion work stream (outstanding).

Item No. 8	Classification: Open	Date: 8 February 2023	Meeting Name: Education and Local Economy Scrutiny Commission
Report title:		Education and Local Economy Scrutiny Commission Work Programme 2022-23	
Ward(s) or groups affected:		N/a	
From:		Scrutiny Officer	

RECOMMENDATIONS

1. That the education and local economy scrutiny commission note the work programme as at 8 February 2023 attached as Appendix 1.
2. That the education and local economy scrutiny commission consider the addition of new items or allocation of previously identified items to specific meeting dates of the commission.

BACKGROUND INFORMATION

3. The general terms of reference of the scrutiny commissions are set out in the council's constitution (overview and scrutiny procedure rules - paragraph 5). The constitution states that:

Within their terms of reference, all scrutiny committees/commissions will:

- a) review and scrutinise decisions made or actions taken in connection with the discharge of any of the council's functions
- b) review and scrutinise the decisions made by and performance of the cabinet and council officers both in relation to individual decisions and over time in areas covered by its terms of reference
- c) review and scrutinise the performance of the council in relation to its policy objectives, performance targets and/or particular service areas
- d) question members of the cabinet and officers about their decisions and performance, whether generally in comparison with service plans and

targets over a period of time, or in relation to particular decisions, initiatives or projects and about their views on issues and proposals affecting the area

- e) assist council assembly and the cabinet in the development of its budget and policy framework by in-depth analysis of policy issues
 - f) make reports and recommendations to the cabinet and or council assembly arising from the outcome of the scrutiny process
 - g) consider any matter affecting the area or its inhabitants
 - h) liaise with other external organisations operating in the area, whether national, regional or local, to ensure that the interests of local people are enhanced by collaborative working
 - i) review and scrutinise the performance of other public bodies in the area and invite reports from them by requesting them to address the scrutiny committee and local people about their activities and performance
 - j) conduct research and consultation on the analysis of policy issues and possible options
 - k) question and gather evidence from any other person (with their consent)
 - l) consider and implement mechanisms to encourage and enhance community participation in the scrutiny process and in the development of policy options
 - m) conclude inquiries promptly and normally within six months
4. The work programme document lists those items which have been or are to be considered in line with the commission's terms of reference.

KEY ISSUES FOR CONSIDERATION

- 5. Set out in Appendix 1 (Work Programme) are the issues the education and local economy scrutiny commission is due to consider in 2022-23.
- 6. The work programme is a standing item on the education and local economy scrutiny commission agenda and enables the commission to consider, monitor and plan issues for consideration at each meeting.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Education and Local Economy Scrutiny Commission agenda and minutes	Southwark Council Website	Amit Alva Amit.alva@southwark.gov.uk
Link: https://moderngov.southwark.gov.uk/ieListMeetings.aspx?CId=550&Year=0		

APPENDICES

No.	Title
Appendix 1	Work Programme 2022-23

AUDIT TRAIL

Lead Officer	Amit Alva, Scrutiny Officer	
Report Author	Amit Alva, Scrutiny Officer	
Version	Final	
Dated	31 January 2023	
Key Decision?	No	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments Included
Director of Law and Governance	No	No
Strategic Director of Finance and Governance	No	No
Cabinet Member	No	No
Date final report sent to Scrutiny Team		31 January 2023

Education and Local Economy Scrutiny Commission Work Programme – 2022-23

Meeting	Agenda items	Comment
20 July 2022	Impact on businesses in the face of the cost-of-living crisis	<p>Presentation received from Matthew Little, Principal Strategy Officer, Chief Executive’s on Impact on businesses in the face of the cost-of-living crisis specifically the Council’s role in:</p> <p>Jobs and recruitment Business support Community wealth building (addressing the supply chain question) London Living Wage</p>
	Pupil Places: Looking at shortfalls in primary pupil numbers across Southwark	<p>Report received Councillor Jasmine Ali, Cabinet Member for Children, Young People and Education and senior officers on Pupil Places: Looking at shortfalls in primary pupil numbers across Southwark.</p> <ul style="list-style-type: none"> · Impact of Brexit · Falling population rates · Pupil premium · Migration to outside of London. · Planning Policy and overall house-building programme

Meeting	Agenda items	Comment
	Work Programme	<p>Proposed work programme items for the year 2022-2023</p> <p>Considered at each meeting.</p>
17 October 2022	<p>Pupil Places: Looking at shortfalls in primary pupil numbers across the borough</p> <ul style="list-style-type: none"> • Discussion with Head Teachers • Planning strategies for family sized homes to help mitigate falling rolls in schools. 	<p>Discussion with Head Teachers of Bellenden Primary School, Grange Primary School, Ivy dale Primary School, Rye Oak Primary School, Townsend Primary School and Victory Primary School.</p> <p>Juliet Seymour, Planning Policy Manager presenting a report on Planning Strategies for family sized homes to help mitigate the falling rolls in schools.</p>
	<p>Impact of the cost-of-living crisis on businesses in Southwark</p> <p>Local Businesses coping with cost-of-living crisis, especially supply chain issues</p>	<p>Jacqueline Kneebone, Regional Director for Environment, Social, Governance, Sea Containers, Lore Group and Floris Kouijzer Hotel Manager presenting a report to the commission on supply chain issues.</p> <p>Pete Avery, Federation of Small Businesses.</p>

Meeting	Agenda items	Comment
6 December 2022	Closure St Johns Walworth school	Roz Cordenar, COE Diocese, explaining the circumstances leading to the closure of St. Johns Walworth School.
	Greater London Authority(GLA) – School Rolls Projections	Ben Corr, Demography and City Modelling Manager explaining population projections and the School Rolls Projections Service.
	Pupil Place Planning Advisers- Regions Group- Department for Education (DFE)	Claire Burton, Regional Director for London providing a note on the role of pupil place planning advisers and their working relationship with Local Authorities and Academy Trusts.
	Interview with Cabinet Member for Jobs, Business and Town Centres.	<p>Interview with Councillor Martin Seaton including a holistic overview of key strategies and projects under the Cabinet member portfolio for Jobs, Business and Town Centres with a focus on key aspects but not limited to:</p> <ul style="list-style-type: none"> • Opportunities for ex-offenders and the success rate in Southwark Works. • Living wage and conditions of employment such as zero hour contracts. • Number of BAME workers in businesses in Southwark as previous report suggested 85% of client businesses supporting BAME workers • Affordable work spaces • Figures on empty and occupied commercial properties, council and privately owned (landlords)

Meeting	Agenda items	Comment
		<ul style="list-style-type: none"> • Businesses performances on the climate change targets including green jobs for youth of the future. • Progress and delivery of the Southwark Pioneers Fund (SPF) • New Economic Strategy Consultation • Growing Ethnic Minority Pay Gap

Meeting	Agenda items to be scheduled	Comment
8 February 2023	Impact of Cost-of-Living Crisis on Businesses	<p>Discussion with representatives of Businesses Improvement Districts on the Impact of Cost-Of-Living Crisis:</p> <ul style="list-style-type: none"> • Russell Dryden, Blue Bermondsey • Natalie Raben, We are Waterloo • Nic Durston, South Bank London
	Interview with Cabinet Member for Children, Young People and Schools.	<p>Interview with Deputy Leader and Cabinet Member Councillor Jasmine Ali including a holistic overview of key strategies and projects under the Cabinet member portfolio for Children, Young People and Schools with a focus on key aspects:</p> <ul style="list-style-type: none"> • Aspects of school funding impacted by rising cost of living crisis • Data on reception cohorts across London councils, PAN London Place Planning Group.

Meeting	Agenda items to be scheduled	Comment
		<ul style="list-style-type: none"> • Health and safety around bringing up children in London air quality- health and leisure and climate change • Progress and delivery of the inclusion Charter in schools across Southwark. • Inclusion of Black children and anti-racism in schools • Green Energy for schools • BAME staff disciplinary in schools • From previous year 2021-2022 Education and Local Economy Scrutiny commission- Special Education Needs and Disabilities (SEND) provision in Southwark especially the new SND strategy due to be out in the summer of 2022. Written updates, follow up response to cabinet.
	Children's Safeguarding	Interview with the independent Chair for Children's Safeguarding to discuss Southwark Safeguarding Children Partnership (SSCP).

Meeting	Agenda items to be scheduled	Comment
20 March 2023	Pupil Places: Looking at shortfalls in primary pupil numbers across Southwark	Discussion on pupil places: falling rolls with: <ul style="list-style-type: none"> • Greater London Authority (GLA) Deputy Mayor for education Joanne Mc Cartney. • Representatives from Association for School and College Leaders • National Association of Head teachers (NAHT) • Association of School and College Leaders (ASCL)
	Businesses owned by women and ethnic minorities	Invitations and topics to be confirmed.
	Draft Scrutiny Recommendations	TBC
Meeting	Agenda items to be scheduled	Comment
25 April 2023	Procurement Strategy Update	Cllr Stephanie Cryan TBC
	Growing Ethnic Minority Pay Gap Strategy (Council Internal)	Cllr Stephanie Cryan TBC
	Final Scrutiny Recommendations	TBC

Education and Local Economy Scrutiny Commission

MUNICIPAL YEAR 2022-23

AGENDA DISTRIBUTION LIST (OPEN)

NOTE: Original held by Scrutiny Team; all amendments/queries to Amit Alva Tel: 020 7525 0496

Name	No of copies	Name	No of copies
<p>Electronic Copy</p> <p>Members:</p> <p>Councillor Jason Ochere Councillor Rachel Bentley Councillor Chloe Tomlinson Councillor David Watson Councillor Joseph Vambe Councillor Cassandra Brown Councillor Renata Hamvas</p> <p>Education Representatives Martin Brecknell Lynette Murphy O'Dwyer</p> <p>Parent Governor Representatives Marcin Jagodzinski Mannah Kargbo</p> <p>Reserves Members</p> <p>Councillor Maggie Browning Councillor Bethan Roberts Councillor Laura Johnson Councillor Victoria Mills Councillor Sunny Lambe Councillor Victor Chamberlain Councillor Irina Von Wiese</p>		<p>Joseph Brown – Senior Cabinet Officer</p> <p>Pavle Popovic – Liberal Democrat Group Office</p> <p>Euan Cadzow-Webb - Liberal Democrat Group Office</p> <p>Dated: January 2023</p>	