

## **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
<b>September 2022 Capacity</b>	3,581	3,641	3,686	3,746	3,905	3,905	3,935	26,399
<b>September 2022 Roll (provisional)</b>	2,657	2,910	2,902	2,994	2,967	3,030	3,089	<b>20,549</b>
<b>September 2022 Vacancies</b>	924	731	786	751	940	874	849	5,856
<b>% Vacancies</b>	26%	20%	21%	20%	24%	22%	22%	<b>22%</b>

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 period<sup>1</sup>. 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.

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<sup>1</sup>

<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:

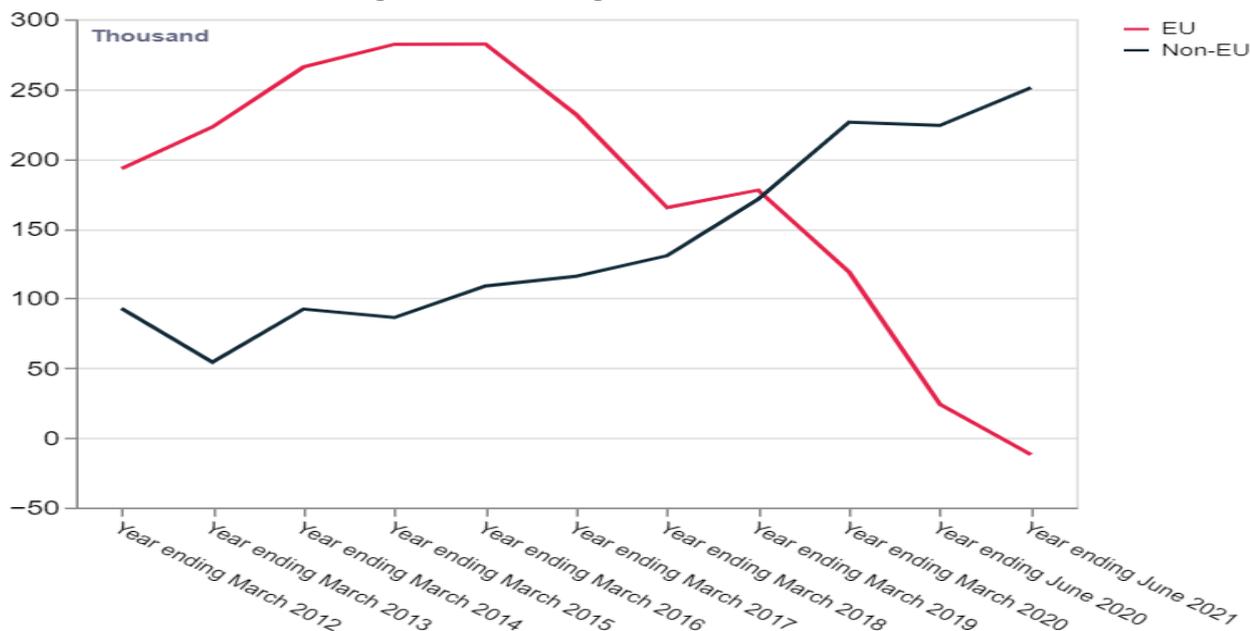
Area	%
Southwark	-21%
Lambeth	-26%
Lewisham	-13%
Inner London	-17%
London	-11%
England & Wales	-7%

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 country<sup>2</sup>. 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%)

<sup>2</sup> [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 study<sup>3</sup> 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

<sup>3</sup> <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%
<b>2015-22</b>	<b>-922</b>		<b>-26%</b>	<b>-2,830</b>		<b>-12%</b>

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"> <li>• 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)</li> <li>• This is a short-term, one year action; it does not result in a permanent reduction in places available.</li> </ul>	None required.
Formal reduction of Reception Published Admission Number (PAN)	<ul style="list-style-type: none"> <li>• Formal reduction of Reception PAN to a lower number (i.e. from 60 to 30) through consultation or application to</li> </ul>	<a href="https://publishing.service.gov.uk">School admissions code 2021 (publishing.service.gov.uk)</a>

	<p>the Schools Adjudicator.</p> <ul style="list-style-type: none"> <li>• Enables school to plan for the reduction by providing 18 months lead in.</li> <li>• Admissions authority could admit above PAN if the places were required.</li> </ul>	
Amalgamation	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pupils and staff at the closing school(s) could transfer to the remaining school. Staff restructure may be required.</li> </ul>	<a href="#">Opening and closing maintained schools1012.pdf (publishing.service.gov.uk)</a>
Closure	<ul style="list-style-type: none"> <li>• Where a school (or schools) close.</li> <li>• Pupils transfer to other school(s) via mini-</li> </ul>	<a href="#">Opening and closing maintained schools1012.pdf (publishing.service.gov.uk)</a> <a href="#">Closure of an academy by mutual agreement Jan 2022 (publishing.service.gov.uk)</a>

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

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

May/ June 2023	Final decision-making by Cabinet	<ul style="list-style-type: none"> <li>• Cabinet approve the decision on how to proceed with each school on list</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Education</li> <li>• Lead member</li> <li>• Cabinet</li> </ul>
June/ July 2023	Informal consultation with school communities (parents/ carers/ residents/ businesses)	<ul style="list-style-type: none"> <li>• Informal consultation with school communities takes place to prepare them for statutory process</li> <li>• 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)</li> <li>• 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.)</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Education</li> <li>• Relevant council officers</li> <li>• Lead Member</li> <li>• Ward councillors</li> <li>• Stakeholders from school communities</li> <li>• Members of the public</li> </ul>
September-Christmas 2023	Stage One Statutory process	<ul style="list-style-type: none"> <li>• Consultation (formal)</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant council officers</li> <li>• Public</li> </ul>
January-Easter 2024	Stages Two and Three	Publication and Representation	<ul style="list-style-type: none"> <li>• Relevant council officers</li> <li>• Anyone wishing to make representation</li> </ul>

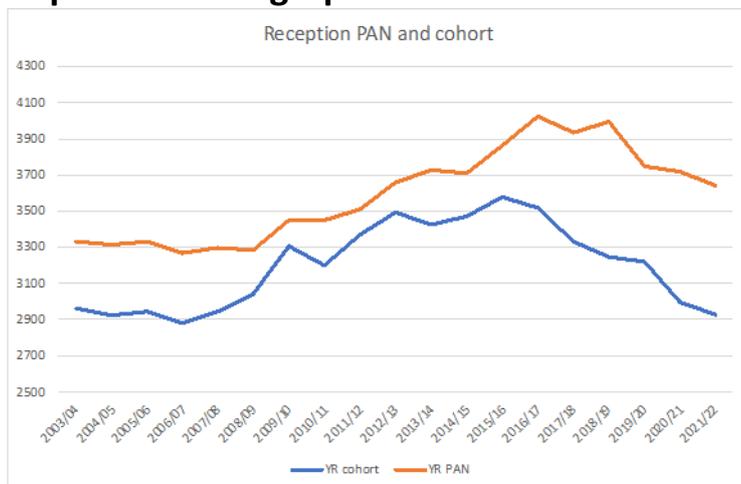
Easter- July 2024	Stage Four: Decision	<ul style="list-style-type: none"> <li>Final decision goes to Cabinet for schools to close</li> </ul>	<ul style="list-style-type: none"> <li>Director of education</li> <li>Lead Member</li> <li>Cabinet</li> </ul>
September 2024- July 2025	Stage Five	<ul style="list-style-type: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

<b>Reduction in schools</b>	<b>Loss of DSG Funding (approx.)</b>
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.

<b>Reduction in schools</b>	<b>Loss of DSG Funding (approx.)</b>
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
<b>Total</b>	<b>2,017k</b>	<b>£51k</b>	<b>£117k</b>	<b>£245k</b>

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
<b>Total</b>	<b>25</b>	<b>42</b>	<b>5</b>

	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
<b>Total</b>	<b>25</b>	<b>42</b>	<b>5</b>

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.

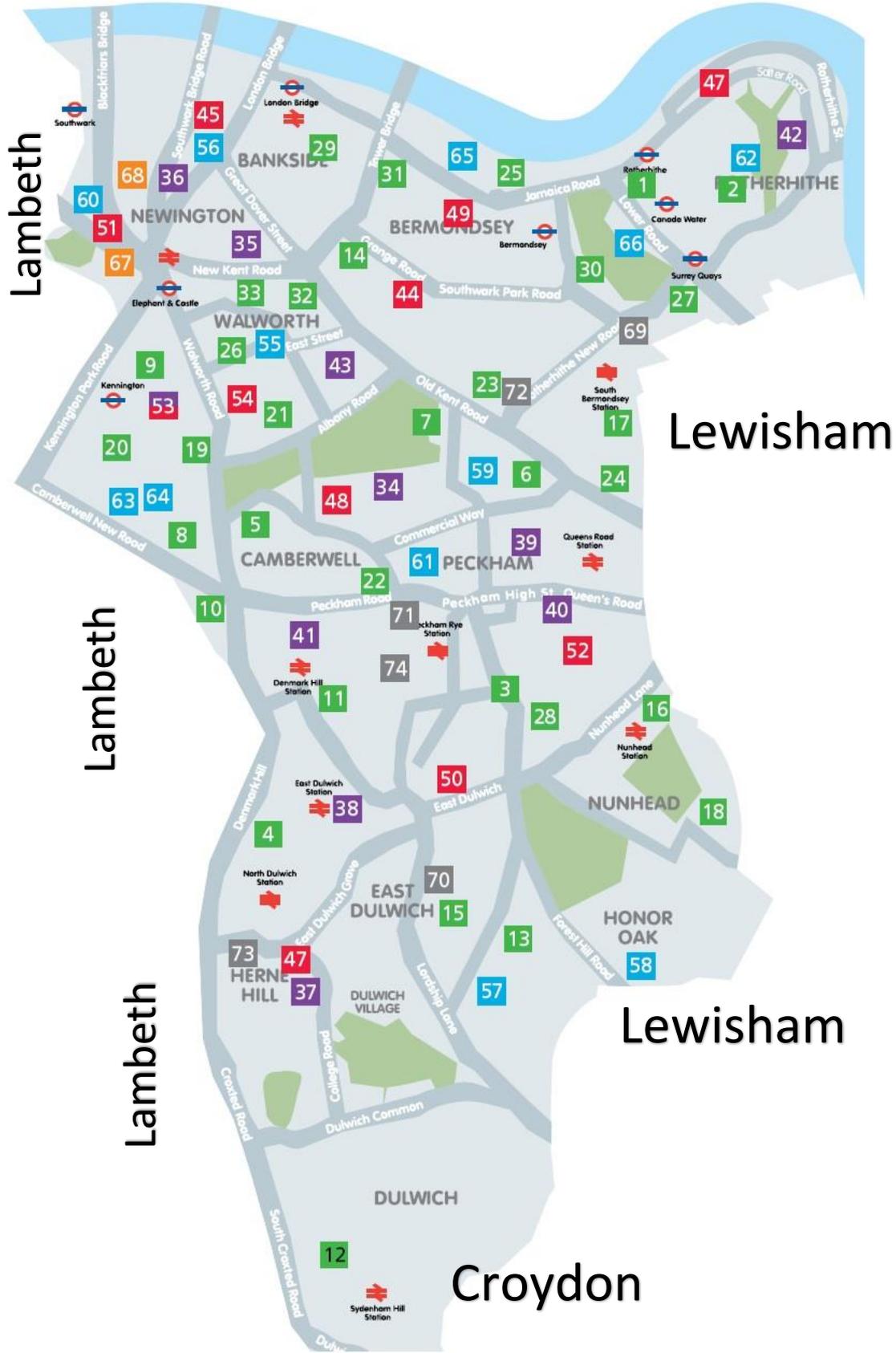
The following table shows the schools within each planning area.

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



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

May 2022

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**Section 1: Equality analysis details**

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

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**Section 2: Brief description of decision**

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<b>1.1 Brief description of decision</b>
<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**

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

<b>Age</b> - Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).																																									
<b>Potential impacts (positive and negative) of proposed decision</b>	<b>Potential health impacts (positive and negative)</b>																																								
<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.																																								
<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>																																								
<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><b>Year R</b></th> <th><b>Roll</b></th> <th><b>Cap</b></th> <th><b>Vac</b></th> <th><b>% Vacs</b></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>	<b>Year R</b>	<b>Roll</b>	<b>Cap</b>	<b>Vac</b>	<b>% Vacs</b>	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
<b>Year R</b>	<b>Roll</b>	<b>Cap</b>	<b>Vac</b>	<b>% Vacs</b>																																					
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For pupils of all primary school ages in Southwark, the figures show a similar pattern				
<b>All Year</b>	<b>Roll</b>	<b>Cap</b>	<b>Vac</b>	<b>% Vacs</b>
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%
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.				
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.				
<b>Mitigating actions to be taken</b>				
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				

<b>Disability</b> - A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	
<b>Potential impacts (positive and negative) of proposed decision</b>	<b>Potential health impacts (positive and negative)</b>
<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>	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.
<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>

<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.
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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	Not applicable
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proportion to Southwark, this would equate to around 30 transgender residents in Southwark, across a range of ages.	
No negative impacts, with regard to this proposal have been identified	
<b>Mitigating actions to be taken</b>	
As no negative impacts, with regard to gender reassignment, have been identified, no mitigating actions are required	

**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.)**

<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>	<b>Potential health impacts (positive and negative)</b>
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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.	There are no identified positive or negative health impacts related to marriage or civil partnership for this policy.
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<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>
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<table border="1"> <thead> <tr> <th>Status</th> <th>Southwark</th> <th>Inner London</th> <th>London</th> <th>England</th> </tr> </thead> <tbody> <tr> <td>Married</td> <td>28.50%</td> <td>31.00%</td> <td>39.80%</td> <td>46.60%</td> </tr> <tr> <td>Civil Partnership</td> <td>0.90%</td> <td>0.70%</td> <td>0.40%</td> <td>0.20%</td> </tr> </tbody> </table> <p>Data extracted from the Census 2011 shows that comparative data for Southwark, inner London, the whole of London and England at Census time; Southwark has a slightly lower percentage of residents who are married than Inner London, and</p> <table border="1"> <thead> <tr> <th>Status</th> <th>Southwark</th> <th>Inner London</th> <th>London</th> <th>England</th> </tr> </thead> <tbody> <tr> <td>Married</td> <td>28.50%</td> <td>31.00%</td> <td>39.80%</td> <td>46.60%</td> </tr> <tr> <td>Civil Partnership</td> <td>0.90%</td> <td>0.70%</td> <td>0.40%</td> <td>0.20%</td> </tr> </tbody> </table> <p>lower than that as London as a whole, as well as England. For Civil partnerships, Southwark is higher than Inner London, London as a whole and England. No negative impacts, with regard to this proposal have been identified</p>	Status	Southwark	Inner London	London	England	Married	28.50%	31.00%	39.80%	46.60%	Civil Partnership	0.90%	0.70%	0.40%	0.20%	Status	Southwark	Inner London	London	England	Married	28.50%	31.00%	39.80%	46.60%	Civil Partnership	0.90%	0.70%	0.40%	0.20%	Not applicable
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<b>Mitigating actions to be taken</b>
As no negative impacts, with regard to marriage and civil partnership have been identified, no mitigating actions are required

**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="151 678 858 831"> <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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Mitigating actions to be taken																	
As no negative impacts, with regard to Pregnancy and Maternity have been identified, no mitigating actions are required																	

<b>Race</b> - Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. N.B. Gypsy, Roma and Traveller are recognised racial groups and their needs should be considered alongside all others	
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><b>Equality information on which above analysis is based</b></p>	<p><b>Health data on which above analysis is based</b></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 <b>32%</b>, 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="164 1025 831 1736"> <thead> <tr> <th><b>Southwark Ethnicity</b></th> <th><b>Number</b></th> <th><b>%</b></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><b>Total Non-White UK</b></td> <td><b>17,309</b></td> <td><b>77.4%</b></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>	<b>Southwark Ethnicity</b>	<b>Number</b>	<b>%</b>	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%	<b>Total Non-White UK</b>	<b>17,309</b>	<b>77.4%</b>	<p>Not applicable</p>
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no direct or indirect bias operating in terms of admissions to schools.	
<b>Mitigating actions to be taken</b>	
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.

<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>	<b>Potential health impacts (positive and negative)</b>
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<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>	<p>There are no identified positive or negative health impacts related to race for this policy.</p>
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<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>
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<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>	<p>Not applicable</p>
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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.

An indication from the Census 2011 of the Religion of those aged 0 to 15 is given below

Southwark (LBS), Inner London (IL), London (L), England (E).

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%

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.

**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

<b>Sexual orientation</b> - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes	
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>	<b>Potential health impacts (positive and negative)</b>
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.
<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>
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
<b>Mitigating actions to be taken</b>	
As no negative impacts, with regard to religion have been identified, no mitigating actions are required	
<b>Socio-economic disadvantage</b> – 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.	
<b>Potential impacts (positive and negative) of proposed policy/decision/business plan</b>	<b>Potential health impacts (positive and negative)</b>
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.
<b>Equality information on which above analysis is based</b>	<b>Health data on which above analysis is based</b>

<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><b>Mitigating actions to be taken</b></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><b>Human Rights</b>  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><b>Potential impacts (positive and negative) of proposed decision</b></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><b>Information on which above analysis is based</b></p>	
<p>The website below gives guidance to the 16 articles and individual details for each <a href="http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act">http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act</a></p>	
<p>No negative impacts with regard to human rights have been identified</p>	
<p><b>Mitigating actions to be taken</b></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>	

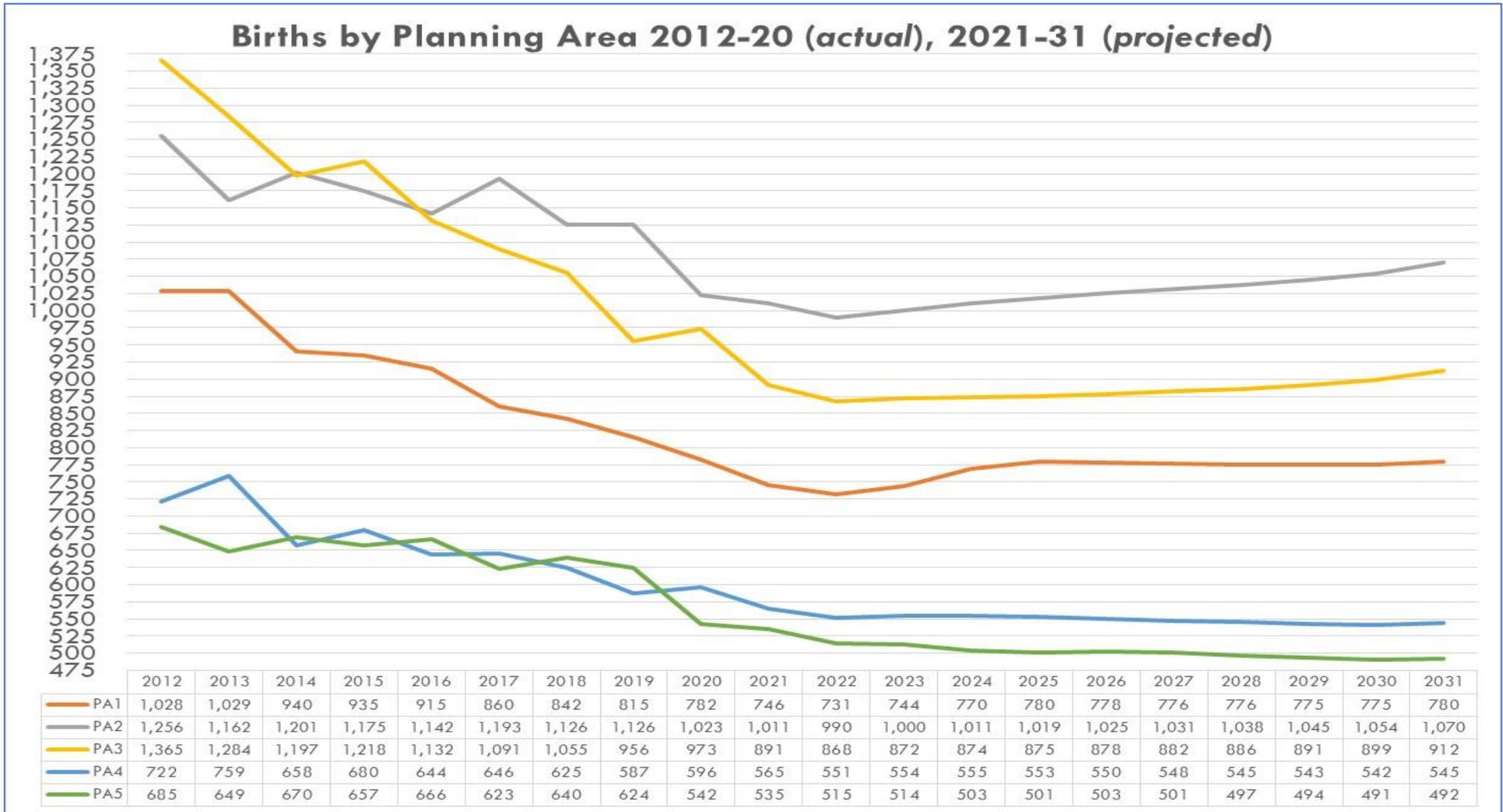
## Section 5: Further actions and objectives

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.				
<b>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.</b>				
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.				
<b>No negative impacts of the arrangements have been identified, so no mitigating actions are required, and no health objectives will derive from these specific proposals.</b>				
Objective and measure	Lead officer	Current performance (baseline)	Targets	
			Year 1	Year 2
N/A	N/A	N/A	N/A	N/A

## Appendix 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

