

London Borough of Hackney Equality Impact Assessment Form

The Equality Impact Assessment Form is a public document which the Council uses to ensure that it can show that decisions it makes impact in a fair way, are based on evidence and are transparent. The process helps show that it has complied with the Public Sector Equality Duty (s149 of the Equality Act 2010) when making and implementing decisions which affect the way the Council works.

The form collates and summarises information which has been used to inform the planning and decision-making process.

All the information needed in this form should have already been considered and should be included in the documentation supporting the decision or initiative, e.g. the delegate powers report, saving template, business case etc.

The form must be reviewed and agreed by the relevant Director, who is responsible for ensuring it is made publicly available and is in line with guidance.

Title of this Equality Impact Assessment:

Education Sufficiency and Estates Strategy

Purpose of this Equality Impact Assessment:

To ensure there has been due regard to the Equalities Act 2010 and the duties outlined within when developing the strategy. To further ensure that the strategy seeks to advance equality within its recommendations.

Officer Responsible:

Name: Nick Wilson	Ext: 2427
Directorate: Education	Department/Division: High Needs and School Places

Name of Director: Paul Senior

Date:

Comment:.

Version control

v2	EIA	Date approved
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PLEASE ANSWER THE FOLLOWING QUESTIONS:

STEP 1: DEFINING THE ISSUE

1. Summary of the reason/s for having to make a new decision.

Hackney Education has a duty to ensure the sufficiency of school places in its area. In recent years, mainstream primary rolls have fallen in Hackney, whilst the demand for Special Educational Needs & Disabilities (SEND) provision has seen significant increases - a trend seen both locally and nationally. Hackney's Education Sufficiency and Estate (ESE) strategy is a 10 year plan which seeks to address four strategic priorities:

1. The creation of sufficient additional in borough special school places;
2. Partnership working with mainstream primary schools whose rolls are falling to seek viable solutions;
3. Partnership working over the coming five academic years with mainstream secondary schools whose numbers are likely to be below PANS over the period 2022-2027, and;
4. A long term sustainable use plan for all education sites in the borough

The Education Sufficiency and Estate Strategy paper agreed at Cabinet February 2022 proposes a strategic and operational solution to the priorities listed above through an all encompassing review of the education estate. Post Cabinet consideration and approval, plans arising from the strategy and options review will be further developed and refined in 2022 and 2023. These plans will include options and proposals about individual sites. Figures from Autumn 2022 and then Spring 2023 School census have been used for continued and updated review of the community primary schools to check the trend and which schools are included in the falling rolls review.

Strategic Priority 1- SEND Implementation Plan

A significant increase in demand for specialist places for children and young people with Special Educational Needs and Disabilities (SEND) has been recorded in Hackney and across most London Boroughs. SEND forecasting predicts that by 2023 an additional 336 places in special provision will be needed by 2023 and a further 168 annually thereafter through to 2026. Hackney currently sends 460 pupils out of the borough to independent provision and non-maintained special schools. These placements are expensive and it is not always in the best interests of pupils when compared to attending local provision in their communities.

The SEND implementation plan will occur in phases as outlined in the proposed phasing below:

Phase 1A - the more urgent need for the creation of additional Autism Spectrum Condition (ASC) and Severe Learning Difficulty (SLD) places are completed within the current SEND capital budget (February 2022 cabinet). Approval to proceed with Phase 1A has been granted, and statutory consultation on the proposals has been completed. Scheduled opening dates for new ARPs from September 2023.

Phase 1B - proposals for additional Alternative Resource Provision (ARP's) to be undertaken following the approval at Cabinet in March 2023

Phase 2 - the expansion of special schools. This will include a review of all 3 special schools, alongside an in-depth understanding of mainstream school capacity in March 2023 onwards.

A cabinet bid report addressing the costs associated with the implementation plan for phase 1b has been submitted to cabinet for March 2023

[The EIA for the strategy paper and priority 1 SEND provision detailed here February 2022.](#)

Strategic Priorities 2 & 3 - falling rolls [detailed further in this EIA]

The demand for mainstream places is falling. The reasons for this are complex and multi-faceted, however a falling birth rate, the effects of Brexit on domestic and international migration and the more recent effects of the pandemic are all considered to be contributing to fewer children requiring mainstream places. At the last school census (January 2023), there were 616 vacant reception places (21%). Falling primary rolls are expected to be reflected in falling Year 7 rolls from 2022/23 onwards with more significant levels arising from 2025. No PAN reductions are currently planned at the secondary level, however discussions are underway with secondary schools.

Strategic Priority 4 - a long term sustainable use plan for all education sites in the borough

The need for a long term plan for all education sites is outlined in the ESE strategy. Consideration will need to be given to a range of factors- often conflicting, to ensure that the strategy considers a range of factors in the management of Education property assets, such as asset management planning, falling rolls, vacant sites, school keeper properties, land ownership and potential restrictions or impact on future opportunities and any additional land requirements and approvals or consents needed.

The Hackney Education Sufficiency & Estate Working Group will continue to analyse the potential effect on equality throughout the development, design, decision making and implementation of each element of the ESE Strategy.

The equality impact in this assessment will be reviewed in each section for the Falling roll review which will explore any other school organisation review or changes such as potential for amalgamation or closure.

2. Who are the main people that will be affected?

The following groups may be affected by the strategy outlined in priorities 2&3:

Children and young people attending the mainstream school affected by the proposals & Children and young people with SEND in Hackney

Within this group the following protected characteristics may be present;

- Disability
- Race
- Religion

- Sex

If the decision is made to either close or amalgamate schools, pupils at the schools affected will be supported to move to a neighbouring school during the Summer Term of 2024. There are enough vacant school places in the areas where the schools are affected to accommodate all children. The Local Authority has chosen sites that are close walking distance to the original schools, to ensure travel times don't exceed the statutory walking distance requirement of 2 miles or under. This will also ensure that pupils stay in areas that they are familiar with. Should parents choose a different school closer to their home, the Local Authority will support them with this.

The Local Authority will ensure that children with disabilities are placed in appropriate settings to minimise disruption.

None of the schools that are being considered during this phase are faith schools, however should parents wish to enrol their child in one of these schools we will work with the Diocesan Board to accommodate this wish.

Teaching staff who work within the schools affected

Within this group the following protected characteristics may be present;

- Age
- Disability
- Race
- Religion
- Pregnancy and maternity
- Sex
- Sexual orientation

The proposals will impact staff at the schools with potential redundancies and/or redeployment. The Local Authority will work closely with staff impacted by the proposals to ensure that any needs of staff are taken into account, especially those with protected characteristics. Should the proposals go ahead, the Local Authority will work with affected staff and their trade unions in the reorganisation staffing process consultation.

Parents and carers of the children and young people attending the schools affected

Within this group the following protected characteristics may be present;

- Disability
- Race
- Religion
- Pregnancy and maternity
- Sex
- Sexual orientation

Should the proposals go ahead, parent-carers will have a choice of local provision. The Local Authority will maintain a surplus of between 5-10% in order to meet their statutory duty in providing sufficient school places. Although the Local Authority cannot guarantee all parents will get their first preference, we will be committed to year groups staying together in the case of amalgamation and siblings moving to the same school.

The difference in location may impact parents with longer travel times, we have provided a list of all local schools near affected settings and the walking distance to each which does to exceed 2 miles.

Services and provisions supporting children and young people in Hackney [Staff]

Within this group the following protected characteristics may be present;

- Disability
- Race
- Religion
- Pregnancy and maternity
- Sex
- Sexual orientation

Local residents living near the potential sites for amalgamation / closure

Within this group the following protected characteristics may be present;

- Disability
- Race
- Religion
- Pregnancy and maternity
- Sex
- Sexual orientation

Residents living near potential sites considered may experience noise disruption in the future depending on what the vacant sites are used for/ whether there is building work to adapt the sites. Depending on what the future site use is, this may benefit local residents.

STEP 2: ANALYSING THE ISSUES

3. What information and consultation have you used to inform your decision making?

Information and Consultation

The Education Sufficiency & Estate Strategy addresses the need and plan for falling primary school rolls and surplus reception places. Hackney seeks to retain 5% surplus reception places however in January 2023 was carrying a 21% surplus that is projected to exceed 25% by 2029.

An evidence based framework was used to identify the six schools proposed for amalgamation and/or closure. Schools were only considered where they are actively seeking change such as amalgamation with support from the Local Authority.

The initial long list included schools meeting one of the following three criterion

- greater than 25% surplus reception places
- greater than 25% surplus physical capacity
- budget deficit in the top 10 schools raising most financial concern

The list was then reduced to schools meeting more than one of the initial three criteria and with greater than 45% surplus reception places. Additional schools falling outside these criteria were also considered where they are located near a shortlisted school and identified as a potential partner for amalgamation. The list of schools derived from the above quantitative data driven criteria were then reviewed for further data and qualitative considerations. The community schools were reviewed based on: locality and geographic partnership options, suitability of site to host an amalgamation and finally overall school effectiveness and quality of education, as indicated by current Ofsted grading, trajectory of pupil outcome data and local reporting. The framework was applied to schools and resulted in options to either amalgamate or close schools. Options for amalgamation pairings and closure options were reviewed and finalised put into a shortlist.

Governance

Each stage of the process for the selection of the amalgamation and/or closure option has been reviewed by the Education Senior Leadership Team, ESES executive board and members oversight group.

Evidence and Data

Table 1 shows the level of surplus reception places in Hackney since January 2016. It shows that the current level of surplus reception places stands at 21% (616 places), the highest level recorded, despite permanent published admission number (PAN) reductions made in 2019 and 2022. Officers have sought to mitigate the effects of falling rolls through the use of temporary and permanent PAN reduction measures.

Rolls have continued to fall each year in Hackney and across local authorities in London. This trend looks set to continue, as data from the pan London admissions coordination scheme shows that Hackney received 6% fewer on-time reception applications for September 2023 entry, when compared to 2022.

Table 1. Number of surplus reception places compared to number of available places (2015 - 2023)

Academic year (January school census)	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2022/ 23
No. of children on roll	2805	2757	2635	2565	2599	2530	2398	2284
No. of reception places available (PAN)	3080	3170	3155	3155	3035	3035	3035	2900
No. of surplus reception places	275	413	520	590	436	505	637	616
% surplus reception places	9%	13%	17%	19%	14%	17%	21%	21%

The impact of falling rolls and surplus place is multifaceted and can effect the following:

Roll instability

Surplus places in a local authority context also provide an opportunity for children to move from school to school - again often in an unorganised way. This 'school hopping' is rarely in the best interest of the children and presents challenges for schools as high levels of mobility are

unsettling and reduce the quality of teaching and learning and require significant additional resources to properly induct and support new starters.

School income and deficit

Significant levels of surplus reception places lead to a reduced income for schools and often bring the added challenge of vertically grouped classes across two year groups increasing the complexity of day to day management and organisation.

High surplus results directly in a reduction in income which can lead to deficit budgets. Falling rolls is a major theme that runs through the budget planning considerations of many schools in financial difficulty. A number of schools are currently managing small year group sizes that prove to be uneconomical and require adopting a more flexible approach to resourcing i.e. vertical grouping and capping of PAN. Whilst federations can provide some financial support through economies of scale, our current data in relation to budget deficits suggests that it does not protect schools sufficiently. Deficit budgets of course directly contribute to a school's lack of viability.

As the majority of school funding, in accordance with DfE funding regulations, has to be allocated on the basis of pupil numbers the impact of surplus places can be significant to a school's overall budget and financial viability.

School performance

School performance and Ofsted grading can often be seen as a protective factor in the context of falling rolls. This might be the case in less severe circumstances, however in the current climate when surpluses across the borough are so high, and schools across the board in Hackney are generally good or better (97% of schools in Hackney are rated 'good' or 'outstanding'), it is not as predictive. What is clear is that the effectiveness and capacity of school leaders to strategically plan for a falling roll is somewhat dependent on school leaders and Governors making difficult decisions over changes to provision for existing pupils, this relates to decisions around restructuring and removal of provision such as after school clubs to balance the budget in light of falling rolls.

Schools with excess physical space and large sites

We have a few examples where the school simply cannot 'afford' to live within their current estate in the short to medium term. Reduced budgets will impact on the schools ability to set aside sufficient budget to deal with day to day repair and maintenance issues as tight budgets will be prioritised to deal with staffing and essential resources. This can have a significant impact on larger school buildings and sites with fewer pupils which will have higher premises costs. Underinvestment in the premises will create longer term issues for the future and increased need for capital funding to deal with a lack of maintenance.

Hackney profile and data review

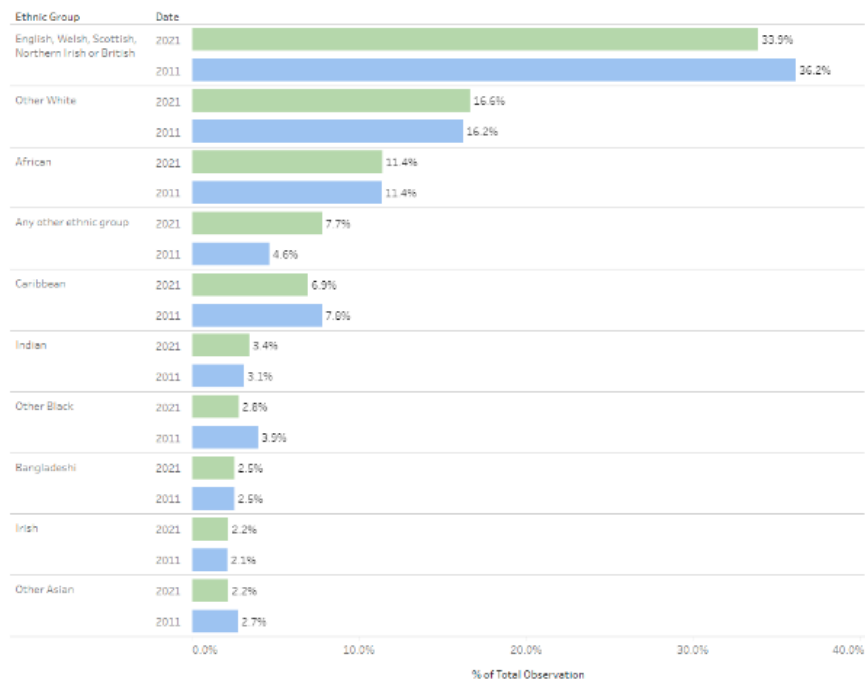
Protected Characteristic	Hackney profile
Age	Primary school children, parents and staff ages
Disability	Hackney has a high number of EHCPs - "The number of Hackney residents with an EHCP rose from 2,645 in 2021 to 3,062 in 2022, in line with the England trend. At 3.59%, the percentage of resident 0-24 year olds in Hackney with an EHCP was the highest among statistical neighbours and the 12th highest across England. - MIME Feb 2023

	<p>The percentage of all Hackney school pupils with an EHCP has continued to increase year on year, reaching 4.9% in 2022. This equates to approximately one in every twenty pupils and places Hackney in the top 15 local authorities in England” - MIME Feb 2023</p> <p>The proportion of both primary and secondary school pupils in state-funded mainstream schools with an EHCP is high in Hackney. This is particularly striking for primary pupils and at 4.4%, the proportion of these pupils with an EHCP is the second highest of any England local authority, and just under twice the England figure of 2.3%” - MIME Feb 2023</p> <p>High levels of EHCP and SEN support will be imperative for any changes.</p>
Pregnancy and maternity	The LA will work with the school to establish numbers of staff currently on MAT and will engage and consult appropriately.
Race this includes ethnic or national origins, colour or nationality	<p>Hackney all pupil average Ethnicity breakdown: Ethnicity as % of all Primary School Pupils All other heritage - 25.9% Black African - 18% English, Welsh & Scottish - 17.1% Mixed heritage - 13.7% Turkish/Kurdish/Cypriot - 7.7% Black Caribbean - 7.8% Bangladeshi - 4.8% Indian - 3.7% Unknown - 1.2 % [January 2023 School Census]</p> <p>According to the Census 2021, over half, 53.1% of Hackney’s residents identify as ‘White’, 21.1% as ‘Black’, 10.4% as ‘Asian’, 6.7% as ‘Mixed’ and 8.7% identify within the ‘Other ethnic group’ category. [2021 Population Census]</p> <p>The multi-dimensional and subjective nature of ethnic identity is reflected in the fact that equivalent responses are also recorded within other high-level categories. For example, Turkish, Jewish, Hispanic/Latin American, Arab, Kurdish and Turkish Cypriot are also responses that can also be found within the ‘White’ category in the Census 2021 data. This includes 2.0% who identify as Turkish, and 1.2% as Jewish.</p> <p>The proportion of people of the Jewish faith living in Hackney has increased slightly from 6.3% to 6.7% of usual residents. According to the 2021 Census, the number of people who identify as being of the Jewish faith has risen from 15,477 in 2011 to 17,426 in 2021, an increase of 1,949 persons in the past decade. The vast majority of people of the Jewish faith living in Hackney belong to the Orthodox Jewish community, located in and around Stamford Hill in the North East of the borough.</p>

However, the Interlink Foundation, an organisation which brings together Orthodox Jewish communities in Hackney estimates Hackney's Orthodox Jewish community at between 27,405 and 29,460 individuals, between 11.7 and 12.5% of Hackney's population.

Ethnic Group (detailed)

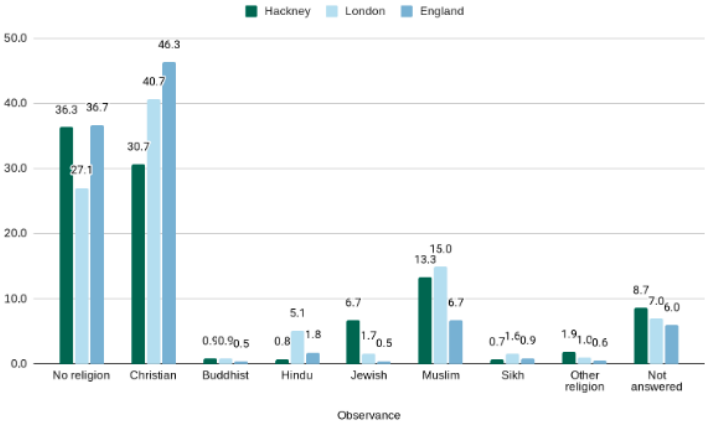
Figure 1: Breakdown of ethnic groups in Hackney(2021/2011 comparison)



Source, Office for National Statistics 2021 Census
[Source Census 2021 briefing](#)

Religion or belief – this includes lack of belief

Hackney's communities represent a diversity of religions and beliefs. In terms of religious observance, the largest group of census respondents in Hackney (36.3%) stated they had 'no religion'. Nearly a third of Hackney residents identify as Christian (30.7%), 13.3% identify as Muslims, 6.7% as Jewish faith (This community is largely made up of Orthodox, or Charedi Jewish people who mainly live in the North East of the borough. The Census did not distinguish between Orthodox, and Non-Orthodox Jewish people so all are categorised as 'Jewish' in the Census). In Also 0.7% identify as Sikh and 0.8% as Hindu and 0.9% as people who practise Buddhism:

	<p>Figure 2: Religious observance for Hackney, London and England</p>  <p>Office for National Statistics 2021 Census, Percentage of all usual residents [Office for National Statistics 2021 Census, Percentage of all usual residents] Source- Census 2021 Briefing</p>
Sex	gender split at primary schools in Hackney is almost equal [boys 50%, girls 50%, Spring School Census 2023]
Sexual orientation	<p>The council holds no school or ward level data on sexual orientation.</p> <p>In the latest Census data from 2021, we know that 7.8% of Hackney residents aged 18+ or over identify as Lesbian, Gay or Bisexual.</p>
Other considerations	<p>Free School Meals: “In 2020/21, Hackney’s state-funded special schools had the highest proportion of children that were eligible for free school meals at 59.9%. This equates to almost 2 out of every 3 children (134)” - Health Needs Assessment</p> <p>Deprivation - IDACI 2019 - (Income Deprivation Affecting Children)</p> <p>The Borough of Hackney is one of the most socio-economically deprived areas in England, ranking among the most deprived 30% of areas in 2019 (40). The Income Deprivation Affecting Children Index (IDACI) measures the proportion of children aged 0-15 living in income deprived families in each of the small local areas (called Lower Layer Super Output Areas or LSOAs). IDACI is a subset of the English Indices of Deprivation that allow categorisation by LSOA into five quintiles of deprivation: with quintile one the most deprived and quintile five the least (41).</p> <p>In Hackney, more than 80% of LSOAs fall within quintiles one and two of IDACI, the most deprived in the country. None of the LSOAs fell within the least deprived quintile, with only 5% in the second-least deprived quintile. The percentage of under 16s living in low-income families in Hackney (24.7%) is higher than both London (18.8%) and England (17.0%) averages (42).</p> <p>https://www.gov.uk/government/collections/english-indices-of-deprivation</p>

Data reviewed includes: Actual data for children on roll at school and year groups,

demographic data from Census, actual data regarding children on roll at neighbouring schools to determine options for amalgamations such as capacity, data regarding SEND the number of children with an n Education Health and Care Plan (EHCP). Financial information for the school, school improvement information, information relating to nearby schools including distance, impact assessment on staff numbers, children centres , Free School Meals, place projections from GLA.

An informal and statutory consultation will take place to ensure that all parents, carers, families, staff and others in the community have an opportunity to give feedback on the proposals.

Equality Impacts

4. Identifying the impacts

4 (a) What positive impact could there be overall, on different equality groups, and on cohesion and good relations?

Key benefits (positive impacts)

Protected Characteristic	Positive Impact
Age	<p>The proposal will not be disruptive to pupils who are currently in year 6 as they will have progressed to secondary school by the Autumn term 2024.</p> <p>The proposed changes will take place at the start of a new academic year, this will allow for a new start and give pupils time to settle in their new setting without disrupting their academic studies in the middle of a term.</p> <p>Pupils' educational outcomes shouldn't be affected and may be improved. This is because the educational quality of 95% schools and therefore a school they may move to is likely graded either 'Good' or 'Outstanding' by Ofsted.</p> <p>The proposals would affect all children of a primary age and parents/carers irrespective of age.</p>
Disability	<p>The outcomes of pupils with EHCPs may be improved; this is because the educational quality of any school they move to is graded either 'Good' or 'Outstanding' by Ofsted.</p> <p>Transport for families will be impacted if schools close or merge therefore walking distances and travel options between any proposals will be reviewed.</p> <p>Priority 1 of the strategy is to increase SEN provision in Hackney and a programme of new ARP delivery is ongoing.</p>

Pregnancy and maternity	The LA will work with the school to establish numbers of staff currently on MAT and will engage and consult appropriately.
Race this includes ethnic or national origins, colour or nationality	Different schools have different ethnicity breakdowns, however the schools which are proposed as appropriate settings to transition to remain local to the setting, therefore, pupils will still remain close to cultural connections and community spaces. Reception and in year admissions are undertaken irrespective of the race or ethnicity of the child or family. After any closure or amalgamation programme the expected demography by race would be expected to be similar to before the changes for the school population.
Religion or belief – this includes lack of belief	None of the schools that are being considered during this phase are faith schools. Community schools admission arrangements admit children irrespective of religion or beliefs of the child or family. The Council does not have the same authority over Voluntary Aided schools .
Sex	The gender split at primary schools in Hackney is almost equal [boys 50.4%, girls 49.6%, Autumn School Census 2022] therefore no consequences relating to gender are expected .
Sexual orientation	Admissions arrangements operate irrespective of sexual orientation of the child or parents. We hold no school or ward level data on sexual orientation.

Based on projection data evidenced in section 3 the availability of reception and primary school places is scheduled to remain some way above the recommended 10% for the next 5 or 6 years' time, which would imply that there would remain extensive choice for applicants, [irrespective of characteristics] both locally and across the LA. There is room in the locality to accommodate all children affected by the proposals.

4 (b) What negative impact could there be overall, on different equality groups, and on cohesion and good relations?

Protected Characteristic	Negative Impact
Age	<p>Changing schools can be seen as disruptive for school age children.</p> <p>Higher impact for those currently in Y4 as will do one year in a new school and then move to secondary. Higher impact for those who have just joined reception and will do one year and then move.</p> <p>The Local Authority will need to work closely with pupils and families to minimise disruption to their education. Should the proposals go ahead, amalgamated sites will have whole year groups moved to a different setting and therefore minimising disruption. In the case of closures, The Local authority should work with families to review that siblings are placed in the same setting.</p>
Disability	Changing schools may be disruptive for pupils with SEND and their

	<p>families. The Local Authority will have to work with the pupils and their families to ensure a seamless transition. Hackney has a high number of EHCPs - there were 3,062 issued in 2022 which is 3.59% of 0-24 year old residents in Hackney, this is the highest among statistical neighbours and the 12th highest across England [Mime Dashboard Dec 22].</p> <p>Transport for families will be impacted if schools close or merge therefore walking distances and travel options between any proposals will be reviewed.</p>
Pregnancy and maternity	The LA will work with the school to establish numbers of staff currently on MAT and will engage and consult appropriately.
Race this includes ethnic or national origins, colour or nationality	Different schools have different ethnicity breakdown of pupils and staff, changing schools will be disruptive. Support in multiple languages and platforms will be given to minimise disruption. Work on community cohesion when moving to new schools will be considered.
Religion or belief – this includes lack of belief	None of the schools that are being considered during this phase are faith schools. Community schools admission arrangements admit children irrespective of religion or beliefs of the child or family.
Sex	No impact, all children, families and staff impacted will be supported.
Sexual orientation	The council holds no school or ward level data on sexual orientation. All children, staff and families will be supported throughout any change.

STEP 3: REACHING YOUR DECISION

5. Describe the recommended decision

That Cabinet approve that informal consultations are carried out on the

- Proposed closure of De Beauvoir Primary School from September 2024.
- Proposed closure of Randal Cremer Primary School from September 2024.
- Proposed merger/amalgamation of Colvestone Primary School and Princess May Primary School, onto the Princess May site from September 2024.
- Proposed merger/amalgamation of Baden Powell Primary School and Nightingale Primary School, onto the Nightingale site from September 2024.

STEP 4 DELIVERY – MAXIMISING BENEFITS AND MANAGING RISKS

6. Equality and Cohesion Action Planning

No:	Objective	Actions	Outcomes highlighting how these will be
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			monitored
1	Provide continued support to families and staff affected by the proposed changes	<p>Keep all groups up to date on changes and options available to them</p> <p>Hold a statutory consultation so that their views are reflected in the decisions</p> <p>Provide dedicated support through agreed plan throughout any change</p>	Parent-Carers and staff affected feel supported on the proposed changes
2	Publication and communication of the plan to schools, parents/carers and young people	<ul style="list-style-type: none"> · Publish the plan on Hackney Educations Website · Promote the publication through schools, parent forums, and staff (internal and external communications) 	Schools, parents/carers and young people are informed of the Council's plan for falling rolls
3	Review of the implementation plans	Regular review of the plan to ensure feasibility and appropriateness.	Will ensure the plan remains relevant and is cohesive within a wider provision plan for the borough.
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Appendix A - Data on the protected characteristics at the six schools

The school profile for the proposals includes data on protected characteristics for each of the above schools, highlighting key school community information for consideration. The decision makers should consider this fully when making their decisions, thus complying with their ongoing duty under s149 Equality Act 2010:

Disability - EHCP: Number of pupils and as a percentage of pupils at the schools:
Spring 2023 School Census figure only Reception to year 6 pupils included:

- Colvestone 10 pupils 8%.
- Princess May 10 pupils 5%.
- Baden Powell 8 pupils 5%.
- Nightingale 22 pupils, 11% .
- De Beauvoir 10 pupils , 9%
- Randal Cremer 14 pupils, 6%

FSM figures:

- Colvestone: 35%,
- Princess May 46%,
- Nightingale; 44%,
- Baden Powell: 51%
- De Beauvoir 67%
- Randal Cremer 51%

Ethnicity *(School Census Jan 2023) - % of Pupils
Hackney all pupil average- Ethnicity breakdown:

- All other heritage - 25.9%
- Black African - 18%
- English, Welsh & Scottish - 17.1%
- Mixed heritage - 13.7%
- Turkish/Kurdish/Cypriot - 7.7%
- Black Caribbean - 7.8%
- Bangladeshi - 4.8%
- Indian - 3.7%
- Unknown - 1.2 %

De Beauvoir

- All other heritage - 20.5%
- Black African - 26.8%
- English, Welsh & Scottish - 13.4%
- Mixed heritage - 16.5%
- Turkish/Kurdish/Cypriot - 6.3%
- Black Caribbean - 7.1%
- Bangladeshi - 6.3%
- Indian - 2.4%
- Unknown - 0.8%

Colvestone

- All other heritage - 20.1%
- Black African - 13.4%
- English, Welsh & Scottish - 23.9%
- Mixed heritage - 9.7%
- Turkish/Kurdish/Cypriot - 6.7%
- Black Caribbean - 11.2%
- Bangladeshi - 8.2%
- Indian - 0%
- Unknown - 6.7%

Princess May

- All other heritage - 24%
- Black African - 30.8%
- English, Welsh & Scottish - 2.3%
- Mixed heritage - 7.2%
- Turkish/Kurdish/Cypriot - 13.1%
- Black Caribbean - 9.5%
- Bangladeshi - 5.9%
- Indian - 5.4%
- Unknown - 0.9%

Baden Powell

- All other heritage - 19.8%
- Black African - 21.5%
- English, Welsh & Scottish - 4.7%
- Mixed heritage - 9.9%
- Turkish/Kurdish/Cypriot - 16.9%
- Black Caribbean - 11.6%
- Bangladeshi - 5.8%
- Indian - 9.9%
- Unknown - 0%

Nightingale

- All other heritage - 24.4%
- Black African - 18.6%
- English, Welsh & Scottish - 12.2%
- Mixed heritage - 7.2%
- Turkish/Kurdish/Cypriot - 12.2%
- Black Caribbean - 18.1%
- Bangladeshi - 5.9%
- Indian - 1.4%
- Unknown - 0%

Randall Cremer

- All other heritage - 20.5%
- Black African - 28.8%
- English, Welsh & Scottish - 3.8%
- Mixed heritage - 7.2%
- Turkish/Kurdish/Cypriot - 17.8%
- Black Caribbean - 6.8%
- Bangladeshi - 12.1%
- Indian - 3%
- Unknown - 0%

Gender [Spring School Census 2023]

<u>Schools</u>	<u>% of Female pupils in primary phase schools (R-Y6)</u>	<u>% of Male pupils in primary phase schools (R-Y6)</u>
Baden Powell	47%	53%
De Beauvoir	60%	40%
Colvestone	49%	51%
Nightingale	47%	53%

Princess May	56%	44%
Randal Cremer	52%	48%

Pregnancy and maternity

- Figures of staff numbers which are in this category at the time of any consultation will be reviewed and the LA will engage appropriately

Age

- All primary school pupils - The proposals would affect all children of a primary age and parents/carers irrespective of age.

Sexual orientation

- The council holds no school or ward level data on sexual orientation. All children, staff and families will be supported throughout any change.