

<b>Title of Report</b>	<b>Education Sufficiency and Estate Strategy - falling rolls</b>
<b>Key Decision No</b>	<b>CE S190</b>
<b>For Consideration By</b>	Cabinet
<b>Meeting Date</b>	22 May 2023
<b>Cabinet Member</b>	Councillor Anntoinette Bramble, Deputy Mayor, Cabinet Member for Education, Young People and Children's Social Care
<b>Classification</b>	Open Report and Appendices A-N with Exempt Appendix O and P
<b>Ward(s) Affected</b>	All
<b>Key Decision &amp; Reason</b>	Yes Significant effects on communities living or working in an area comprising two or more wards
<b>Implementation Date if Not Called In</b>	29 May 2022
<b>Group Director</b>	Jacque Burke, Group Director Children & Education

## 1. CABINET MEMBER'S INTRODUCTION

- 1.1. As an Administration, and as Deputy Mayor, we are pleased with the improvement of Hackney's education system. Just 20 years ago the Borough's schools were some of the worst performing in the country; now they are among the very best, not just in terms of school performance, but also in the outcomes for our children and young people. This transformation of education in Hackney is one of the greatest success stories in the country. We are proud of our children and young people who are among the top in the country for Reading, Writing and Maths at Key Stage 1. Their results are particularly impressive considering they were achieved after the difficulties of the pandemic. This is a credit to our children, families, and schools, and we will continue to work in partnership with all our schools.

In recent years, as widely reported, Hackney, like other inner and greater London local authority (LA) areas, has been experiencing a significant decrease in pupil numbers, which has caused some schools to face serious and irreversible financial and sustainability pressures. The critical London wide factors are; lower birth rates; the cap on rent benefits; families leaving the capital as a result of the housing crisis; Brexit and the Covid-19 pandemic. Our local context includes competition from free schools and academies (agreed and championed by the DfE) which has added four additional schools without reference or having any regard to the Council's pupil place planning arrangements, or the local authority's evidenced based needs. All of these factors have resulted in a reduction in demand for primary school places in the borough. This is no fault of the Council or our schools, and we remain committed to delivering over a thousand new council homes and more family housing across the borough.

School leaders and the Council in recent years have been doing everything possible to manage the risk of falling rolls. Hackney officers have been working with schools locally to progress a number of approaches, with a focus on preventing the escalation of risk to those in scope for potential closure or amalgamation. The approaches used so far include measures such as restructuring school staffing levels, reducing the amount of available support staff, limiting extra curricular activity such as school trips, 'vertical grouping' by combining different year groups in some schools, formally reducing and capping reception places, and for some schools the need to agree deficit recovery plans with Hackney Education. I would like to take this opportunity to thank everyone in Hackney's educational system for their often challenging work, as we have worked through these existing decisions and started to explore the even more difficult decisions outlined in this paper.

Most, if not all, of these 'graduated approaches' have been deployed by local schools to address the issue of falling rolls. However, this has not sufficiently solved the problem and the level of risk for some in terms of sustainability and enabling the schools to continue to provide their children with the very best possible teaching and learning experience on a daily basis that all schools would wish to provide. This high quality educational environment is what the people of Hackney expect, and individual school communities deeply value, and we see this whenever the Mayor, Cllr Woodley, and I visit schools.

We have been lobbying the national Government to look at how funding is allocated, as part of our wider commitments to working towards a stronger and fairer school system more generally. We have also repeatedly asked the Government for greater powers to manage places in free schools and academies, which are independent of the Council, in order to pool place-planning resources. The Mayor and I recently wrote to the Education Secretary of State (letter attached at Appendix N of this paper) to formally express our concerns with regards to the issue of falling rolls for the Borough and other LA areas, expressing concern that government policy in areas such

as free schools, have compounded the problem, by bringing more school places into the system, in areas where there may already have been surplus places and therefore putting at risk locally maintained schools due to unnecessary competition at a time of system pressure for the aforementioned reasons.

We know schools are more than just places for children to receive education, and that they play an important part in their local community. This is why having to now consider potentially closing or merging schools is very difficult, and not something we would propose if we had any other choice. We do not underestimate the impact that such changes would have on the community, parents, staff and pupils. However, the impact of falling rolls is being felt widely across many schools, and over time it is becoming increasingly more difficult for them to continue doing all the fantastic things that families, children, staff and the community love them for.

I know some concerns have also been raised that the Council might sell off vacant school sites for private housing development, but please be assured that this is not the case. The Mayor and I have been clear. We know how important that assurance is, given the unique location of our schools, their wider role, and close ties to our wider local communities. Throughout our time leading the Council and through now many years of austerity, while others across the country may have sold assets, we have taken other routes, stopping to think about what Hackney needed at the time and what it might need in the future - and this approach is front and centre of our thinking when it comes to education land and the future needs of the borough for schools and specialist provision. We still take this approach in every situation and we are committed to doing that right now.

This means we need to work through the potential for each site in their local context and we will do our best to steer these sites into locally relevant and valuable uses. We also know from our visits to these schools, and our knowledge of Dalston, De Beauvoir, Haggerston and Hackney Downs the depth of feeling in these places about their respective schools, how they sit in that wider community context and the need to work with communities to defend what makes these communities and places special including Ridley Road. That's why the Council has invested so much in protecting and enhancing Dalston and has plans in De Beauvoir, Haggerston and Hackney Downs to build more Council housing and invest in community infrastructure.

We know that during this process there will be concerns raised about the potential risk to our children with protected characteristics, such as those with special educational needs and/or disabilities (SEND). As referenced in a range of recent communications to the local schools, that may be in scope for evaluation as part of the work of the school estates strategy, and we will work with them and provide targeted support where appropriate. The associated equality impact assessment, at Appendix L, provides further commentary on this. My colleague, Cllr Woodley, the Cabinet Member for SEND, has been

working closely with me and the officers progressing this programme and in association with schools where necessary, and will continue to do so for the duration of this programme in seeking to be an advocate for children with SEND, to ensure these children are supported as much as possible, along with their families. That work sits within the wider context of delivering at least 300 new SEND places in the borough in new settings and existing schools.

We know this process will also be unsettling for the whole school community, including Governing Bodies, school leadership teams, teachers, support staff and others who work in our schools. We are committed to having a proactive approach with all those involved, including the trade unions, to ensure that all staff are involved in these discussions and supported if or when changes are made to retain, upskill, or find new employment. We also recognise that where we might merge schools we will have to work with those schools to ensure they have the right facilities and investment on the new sites to meet the aspirations of their respective schools and communities. During the engagement with the school communities, we also met with local members of parliament, ward Councillors, and invited all elected members to briefing sessions to discuss the consequences of falling rolls and the impact on schools.

No one goes into public life, or a leadership position, to close or merge schools, but it is our responsibility, as a local authority, to create life-improving opportunities for those in the borough who most need them - this starts with access to first-class education. And we must continue to ensure that every single child has access to an excellent education that allows them to fulfil their potential and achieve their ambitions. This is why we must now begin to consider the difficult options outlined in this report.

## **2. GROUP DIRECTOR'S INTRODUCTION**

- 2.1.** This report addresses the second priority of the Education Sufficiency and Estate Strategy (adopted by Hackney Council in February 2022); to seek viable sustainable solutions and work with existing Primary schools with falling rolls. Falling rolls lead to a reduction in funding to deliver education across the borough, as the number of pupils on roll directly affects the amount of money received from central government. Surplus places impact disproportionately on schools across the borough; schools with unfilled places receive less income, while attempting to maintain the same physical space, staffing and education offer.

In 2014, there were fewer than 1% unfilled reception places in Hackney. The January 2023 school census shows 616 surplus reception places (21%), the equivalent of over 20 empty reception classes. Without taking action, surplus reception places are forecast to rise above 25% by 2029, bringing sustained and increasing financial strain on affected schools.

The Council has a statutory duty to ensure there are sufficient high quality school places for our children, and that places are planned effectively. This school year alone, Hackney schools are seeing £30m less funding compared to what they would be entitled to if their classrooms were full. This financial pressure has a significant impact on our schools, and threatens the stability and quality of our education system.

### **3. RECOMMENDATION(S)**

**That Cabinet approve that informal consultations are carried out on the:**

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

### **REASONS FOR DECISION**

#### **3.1. Summary**

Following years of growth, the number of primary aged children joining Hackney primary schools has been in steady decline since 2014/15, a trend observed across London, and most prevalent in inner-London boroughs. Pupil numbers are forecast to continue falling until at least 2028.

School funding is primarily determined by the number of children on roll, and falling rolls equates to reduced funding to deliver education across the borough. While primary schools' rolls are falling but the number of schools remains unchanged, there is effectively less financial resource per school/child.

The Council has a statutory duty to ensure there are a sufficient number of school places for pupils and that places are planned effectively. Published Admission Numbers (PANs) reflect the maximum number of pupils schools can accommodate in each year group: this is derived from dividing the whole school PAN by the number of years within the school. Reductions to PANs have been implemented across several schools in recent years, however, they have not kept pace with falling numbers, leaving the surplus well above viable levels.

The Council monitors surplus reception places, a key measure of demand, and aims to maintain a 5-10% surplus across all Hackney primary schools. In

2023, the reception vacancy rate in Hackney was 21%. Without taking action, surplus reception places are forecast to rise above 25% by 2029.

Allowing surplus places to remain above 20% through inaction would directly and negatively impact the financial viability of many Hackney schools, which will have an impact on education. This is because schools with less income have less money for staff salaries, for extra curricular activities, for equipment, to pay bills and carry out maintenance work. The quality of education and classroom support offered for children in these schools would deteriorate in time, as the affected schools would have to deplete surplus funds or go into deficit to maintain their current education offer.

The proposals outlined in this report begin to address the issue of falling rolls. The Hackney Education team will continue to work together with our schools to review and adjust future plans in line with the priorities outlined in the Education Sufficiency and Estates Strategy to bring surplus places to within a sustainable range.

## **3.2. Demand for reception places**

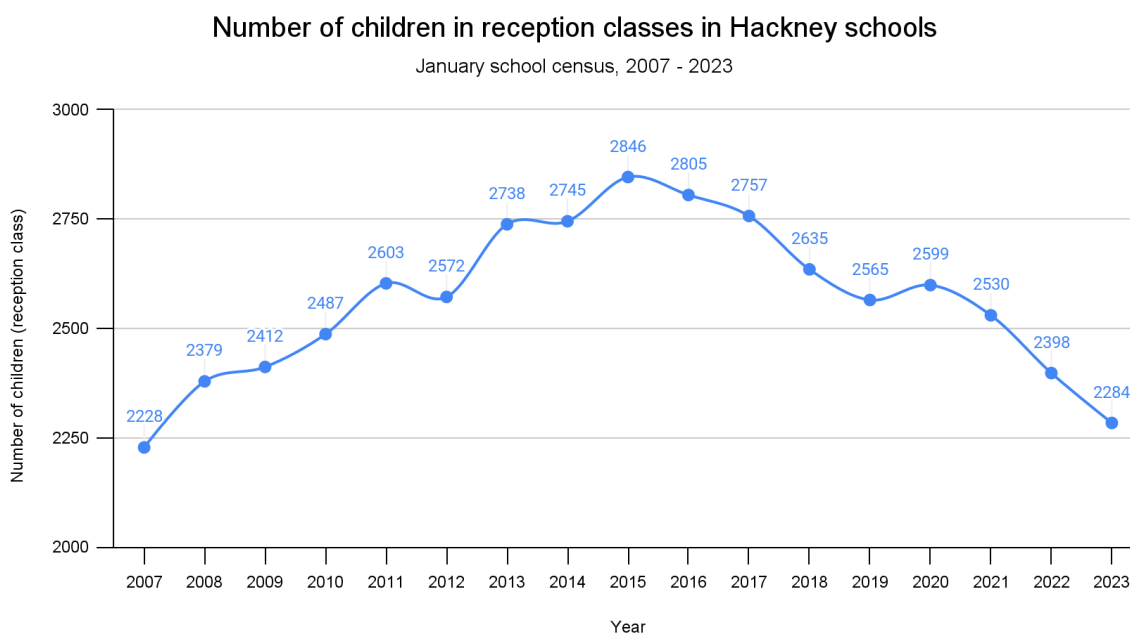
### **3.2.1. Historical and current demand**

In 2007 a surge in demand for reception places began to occur in Hackney, a trend replicated across other London boroughs. In response to this, LAs created additional places, at speed, either through new provision or by implementing bulge classes in existing schools.

In addition, outside of Hackney Council's control, the Department for Education (DfE) approved the opening of four new free schools/academies, creating a further 290 unplanned reception places: The Olive School (Sep 2013), Hackney New Primary School (2015), Halley House School (Sep 2015), and Mossbourne Riverside Academy (2015). The current number and type of Hackney schools can be viewed in appendix A.

After the surge in demand for reception places between 2007/08 and 2014/15, demand has decreased, with the most recent years seeing drops of over 100 children each year. (Figure 1)

**Figure 1.**



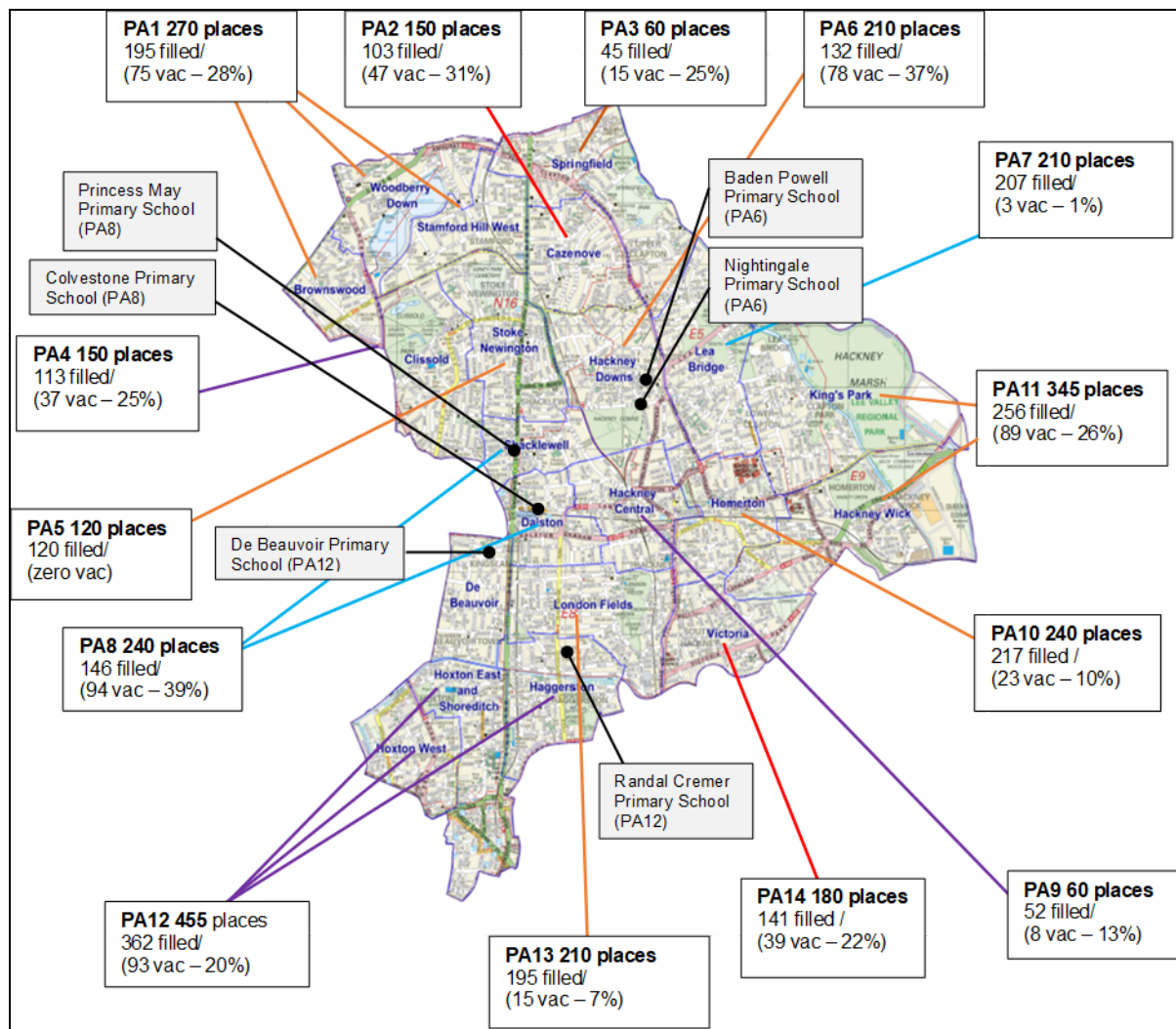
This London-wide decrease in the demand for reception places has resulted in LAs (including Hackney) having to take action to reduce the high levels of surplus reception places to more manageable levels.

Historically, LAs have sought to maintain a level of 5% - 10% surplus reception places against the total number of places available to accommodate in-year arrivals. However, as rolls have reduced, surplus reception rates have far exceeded the target level.

Figure 2 below shows the high level of surplus reception places throughout the borough at the latest school place census (January 2023), ranging from no vacancies to 39% vacant reception places in the individual planning areas (PAs).

Nine out of the fourteen planning areas (PAs) had a reception place surplus of 20% or more. Four of the fourteen planning areas had a surplus of 10% or below, covering the areas of Stoke Newington, Lower Clapton, Hackney Central and London Fields.

**Figure 2. Surplus reception places by planning area (PA) - January 2023 census**



*Note: The location of the six primary schools proposed for amalgamation and/or closure are represented by the grey boxes.*

### 3.2.2. Projected demand for reception places

Hackney commissions the Greater London Authority<sup>1</sup> to provide an annual school rolls projection output based on January school census data in the year that the projections are produced.<sup>2</sup>

<sup>1</sup> The Greater London Authority's (GLA) school roll projections service is commissioned by Hackney and the majority of London LAs. The GLA's model is extensive and utilises a range of data sets such as population, births, migration, fertility rates, GP registrations, school rolls and housing data to generate annual school roll projections.

<sup>2</sup> Every school in England has a statutory duty to complete the DfE School Census every term



For the 2024/25 academic year, the projected number of surplus places is predicted to fall to 18% as a result of the PAN reductions scheduled to come into effect from September 2023.

However, the projections go on to show a year on year rise in surplus places until 2027 due to fewer projected children and no further school organisation changes being proposed. Between 2027 and the end of the projection period (2031), the surplus is projected to stagnate at 25-26%.

**Table 1. GLA projected number of reception children compared to the number of places available**

Academic Year	Reception projections based on January 2022 census	Number of places available based on PANs	Projected surplus places based on PANs	% surplus places based on PANs
2024/25	2274	2780	506	18%
2025/26	2202	2780	578	21%
2026/27	2130	2780	650	23%
2027/28	2097	2780	683	25%
2028/29	2072	2780	708	25%
2029/30	2059	2780	721	26%
2030/31	2060	2780	720	26%
2031/32	2060	2780	720	26%

Projections become less robust the further forward the data projects. This risk is mitigated by ensuring that the number of reception applications are routinely monitored against current projections data. It is clear that further action must be taken to reduce surplus places. The next set of projections based on January 2023 census data is expected by the end of May 2023 and is likely to reflect a further decline in demand for reception places.

### **3.2.3. Factors driving the reduction in reception demand**

Demand for reception places depends upon a range of factors including parental perceptions of schools in a given area, parental choice, birth rates, migration and the ability to afford to live in an area.

The reasons for Hackney's declining numbers are multifaceted, but include a combination of falling birth rates, changes to welfare benefits, the housing crisis, increases in the cost of living, the withdrawal of the right of entry and freedom of movement from EU nationals (Brexit) and as a result of families leaving London during the Covid-19 pandemic.

Many of these factors remain outside the Council's control and are no fault of the schools or their current leadership.

A report on [Managing Surplus School Places in London \(2023\)](#) published by London Councils in January 2023 provides some wider context and independent analysis of the issue.

### **3.3. Reducing the surplus through managing published admissions numbers (PANs)**

For the reception intakes in 2019, 2022 and 2023 a total of 375 reception places were removed through reducing PANs, with the result that the projected surplus is likely to reduce to 18% in the 2024/25 academic year.

Hackney Council has the authority to reduce school [PANs](#) at all community schools (ie. 38 out of 58 primary schools), and to recommend PAN reductions at the remaining 20 academies, free or faith schools. The final decision to reduce PAN at these schools rests with their governing body or academy trust.

Reducing a school's PAN (e.g. from 60 to 30) allows governors and school leaders to plan for and employ fewer staff knowing they will only need one teacher for each year group.

However, while PAN reductions directly reduce the number of surplus places, they are not a long term solution because the size of the school building remains unchanged. The unused space (eg. empty classrooms) that PAN reductions create in schools must still be maintained, heated etc, and this draws on resources that could be more directly used to educate and support children.

The Council continues to consider reducing PANs wherever possible at schools significantly affected by falling rolls. Further details of PAN reductions are available in appendix B.

#### **Diocese**

Of the 58 primary schools in Hackney, 11 are faith based Roman Catholic or Church of England primaries (19%). The 2021 Census data found that 30.7% of Hackney residents identify as Christian. It is important that we retain an appropriate mix of faith-based schools to reflect the needs and beliefs of our communities.

While the Council is not the decision maker regarding PAN reductions at faith schools, it should be noted that the relevant dioceses have taken steps to reduce their combined published admission numbers to reflect changes in Hackney's population.

Each Roman Catholic primary school has moved to one form of entry, thereby reducing their total PAN by 60, from 180 to 120. For September 2023 starters, there were 157 applications for 120 places.

In spite of most Church schools being one form of entry, the Church of England primary schools have reduced their overall PAN by 15, with a further 30 places removed temporarily via an informal cap. This reduces places from 285 to 240. For September 2023 starters, there were 284 applications for 240 places.

The Council will continue to work within a collaborative process and take a graduated approach in partnership with both dioceses.

### **3.4. The impact of falling rolls and surplus places**

The impact of fewer children starting reception in individual schools creates challenges for school leaders and needs to be managed both individually and collectively.

This impacts disproportionately with oversubscribed schools being unaffected while others are now facing serious financial pressure after year-on-year declines to their roll. This impacts on the efficient running of schools, financial stability and education outcomes as outlined below.

#### **3.4.1. School income and deficit**

School funding is primarily determined by the number of children on roll and falling rolls equates to reduced funding to deliver education across the borough. While primary schools' rolls are falling but the number of schools in Hackney remains unchanged, there are effectively less financial resources per school/child.

**Figure 3**

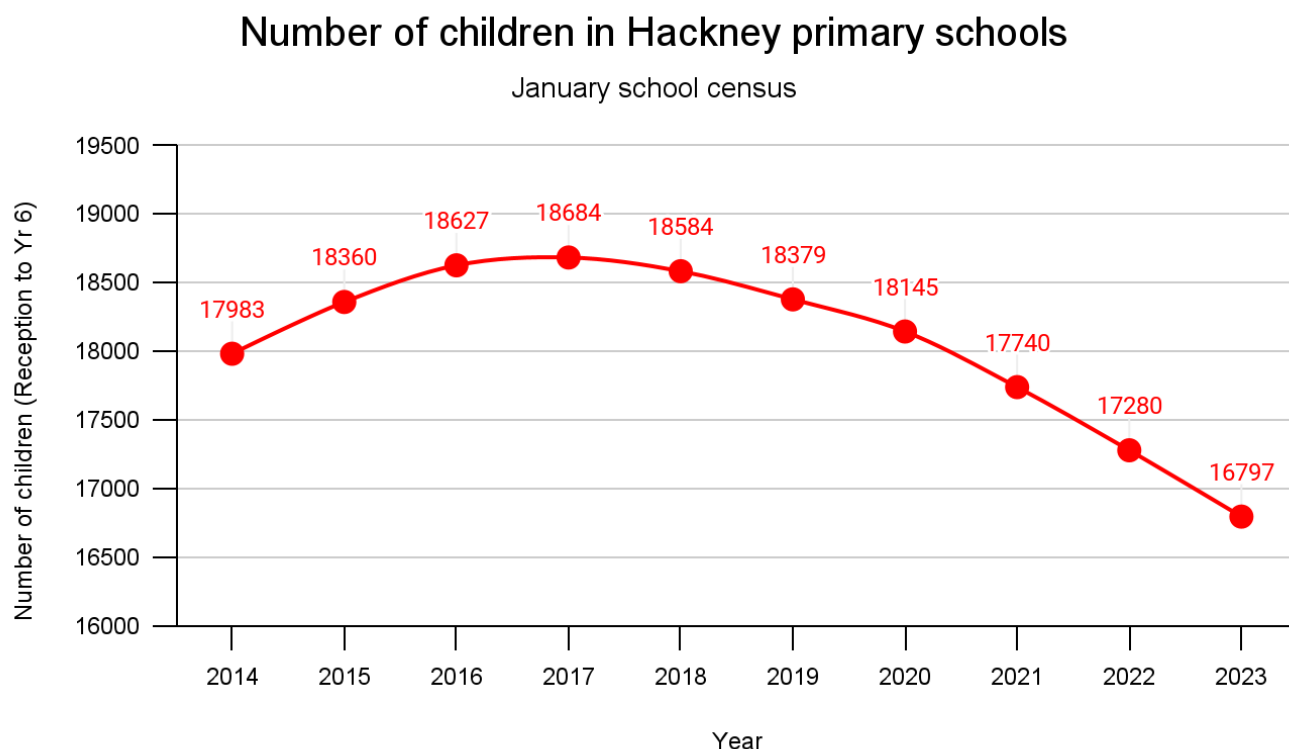


Figure 3 shows the falling number of children in Hackney primary schools, down by 1,776 between 2018 and 2023. This reduced borough-wide roll means that in 2022/23, Hackney receives circa £11.5m less Dedicated Schools Grant (DSG)<sup>3</sup> Schools Block funding based on 2022/23 per pupil funding rates, compared with 2018/19.

In accordance with DfE funding regulations, the majority of school funding must 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.

In the 2022/23 academic year, for every surplus place that a maintained primary school carries, it loses on average £6,484 per pupil, meaning that a 33% surplus equates to approximately £64,840 in lost potential income per class while there is no change to the number of year groups or class teachers.

High levels of surplus places results directly in a reduction in income, which can lead to deficit budgets. Falling rolls is a major theme that runs through the

<sup>3</sup> The dedicated schools grant (DSG) is payable to local authorities under section 14 of the Education Act 2002. Local authorities are responsible for determining the split of the grant between central expenditure and the individual schools budget (ISB) in conjunction with local schools forums. Local authorities are responsible for allocating the ISB to individual schools in accordance with the local schools' funding formula.

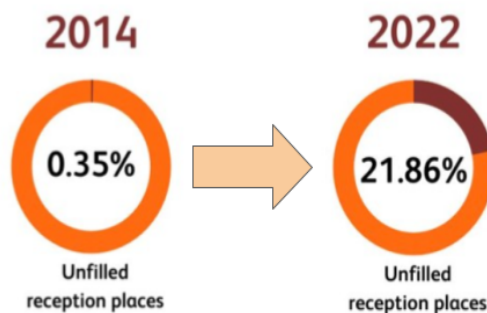
budget planning considerations of many schools in financial difficulty. A number of schools are currently managing small year group sizes that prove to be uneconomical and require adopting a more flexible approach to resourcing i.e. vertical grouping (children from different years groups taught together) and capping of PAN.

To manage and balance budgets, many Hackney school leaders have had to make efficiencies and innovations, which include reducing costs and exploring opportunities to increase income, for example, by hiring out facilities. However, in many cases these options have already been taken and budgets are still under pressure before they must deal with the financial impact of surplus school places.

## What is the impact for Hackney schools?

School funding is based on the number of children on roll. Every empty space means less money comes into school budgets.

Unfilled **reception** places in Hackney schools



**634** unfilled reception places in 2022/23

**£4.11 million** less funding for schools

Working for every child

Hackney

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.

It is key that schools experiencing falling rolls produce realistic 3-year budget plans (in accordance with DfE requirements for all schools) and deficit recovery plans (if necessary), and consider their options regarding future financial viability. These options could include staffing restructures, reducing costs, amalgamating with (an)other school(s) and potentially closure.



## What is the impact for Hackney schools?

**4,685** unfilled places in Hackney schools  
(all year groups, all schools, October 2022)



more than **£30 million less funding** for schools in Hackney  
**every year !**

Working for every child

 Hackney

### 3.4.2. School performance and outcomes

While school performance and Ofsted grading often helps to strengthen demand and protects a school from falling rolls, this isn't the case for Hackney, as 94.7% of primary schools in the borough are rated good or outstanding.

Managing school performance in the context of falling rolls requires governors and school leaders to make difficult decisions affecting changes to provision for existing pupils. eg. around restructuring the staffing complement or the removal of important enrichment provision or wrap-around provision such as after school clubs to balance reducing budgets.

#### What has been done already?

Further detail provided within the report. In summary, the Council and school leaders have:

- reduced the admission number at schools that don't fill up.
- combined different year groups to keep schools financially viable.
- reduced their staffing resources to balance budgets.

The Council has no control over the factors causing a reduction in school aged children.

The Council must now start looking at schools that have been hardest-hit by falling pupil numbers and budget pressures and consider school closures or mergers.

### **3.4.3. Schools with excess physical space and large sites**

Reduced budgets impact on schools' ability to set aside sufficient budget to deal with day to day repair and maintenance issues as resources must be prioritised to deal with staffing and delivery of education.

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 and increased need for capital funding to deal with a lack of maintenance.

Many schools who have had their PANs reduced or capped still have larger buildings and sites to maintain, while having a significantly smaller budget.

### **3.4.4. Roll instability**

Surplus places make it easier for families to move their children from school to school, as so many have vacancies. These unplanned transfers between schools present significant challenges for schools, as high levels of mobility can be unsettling for schools, and may require significant additional resources to properly induct and support new starters.

School admissions regulations protect parental preference, meaning that regardless of whether the new school is in a position financially to meet the joining child's needs, they are obliged to admit.

### **3.4.5. Quality of education offer**

Schools with reduced budgets have less income for support staff such as teaching assistants and learning mentors, who provide important support for pupils through academic and pastoral interventions. Specialist teachers with expertise in physical education, languages or art become too expensive, meaning primary class teachers who may not be skilled or trained in these areas have to teach these subjects themselves. It is also common in small schools to see leaders double up on roles, such as headteachers taking on the SENCO responsibility.

As budget pressure becomes greater, and class sizes drop below 50%, schools must also consider the option of vertically grouped classes to avoid going into deficit. This involves a sufficiently experienced and able teacher being employed to teach children from across two year groups in the same classroom. Vertical grouping brings increased complexity in day to day management and organisation and increased workload for the teacher. The challenges of recruiting and retaining skilled and experienced teachers in London can make schools under grave financial pressure less attractive.

In addition, limited budgets mean that occasional but important work to maintain the quality of experience at school is not taken forward in a timely manner e.g. the computers used by staff and children become increasingly

obsolete and need replacement, sometimes across the whole school at once due to their original purchase being made in bulk.

### **3.5. Impact of new housing and regeneration**

There are proposed areas for regeneration and new housing across the borough and in some of the areas close to the schools covered in this report. However, despite the extensive council and family housing planned, the expected initial child yield is low and thus would not impact on school place demand in the short to medium term, and there would remain enough school places to accommodate need. Projections obtained annually from the Greater London Authority take into account proposed new developments that have attained planning permission.

Adopted in July 2020, the Hackney Local Plan 2033 (LP33), requires that all new development in the borough have regard to existing social infrastructure, which includes the provision of education facilities. Within LP33, policy LP8 states that *'where proposed development is expected to place pressure on existing social infrastructure by increasing demand, these developments will be expected to contribute towards the provision of additional social infrastructure to meet needs, either through on-site provision or through contributions towards providing additional capacity off-site.'*

The Infrastructure Delivery Plan, which informed the policies within LP33, notes that while the borough's population is expected to increase to 321,000 by 2033 (42,000 higher than in 2018), that the age mix of the borough is anticipated to shift towards the older community with the growth in over 65s being four times greater than the growth in the school age population, ages 0-15.

Since 2011, the Council's in-house building programme has delivered more than 1,000 new homes, prioritising homes for Council social rent. Between 2018 and 2022, we started, completed or received planning permission for 1,984 homes – more than half being genuinely affordable. Over the next few years, we'll also complete 1,146 homes, including 255 social rent homes and 136 shared ownership homes, on the existing programmes of council homes.

This means that between 2022 to 2026, we'll start building, and support partners to build, 1,000 new homes for social rent through a mix of methods. In this context, the Mayor and Cabinet agreed, in December 2022, a direct programme of 400 additional new homes on sites we've identified via our HRA asset base; 75% of which are proposed for Council social rent.

While there are variances across the different housing tenures, across the Councils programme as a whole, just over 70% of the homes delivered have been 1 and 2 bed homes; with just under 30% comprising a mix of 3 and 4 bed family sized homes. This is broadly consistent with policy LP14 as outlined in LP33, which, depending on the tenure of housing, requires all new developments to comprise a mix of family sized homes, ranging from 15 to 36%. Despite Hackney building new homes the numbers will be insufficient to



have any significant impact on the proposals in this report for schools in scope for closure or amalgamation.

### **Options for reducing surplus places**

A review of schools with falling rolls has been undertaken to identify how excess places can be removed from Hackney's school estate from September 2024. A range of options, outlined below can be implemented to achieve this in addition to the PAN reductions already outlined in this report.

#### **3.5.1. Merger / Amalgamation**

An amalgamation can only be achieved by closing one or more schools and providing spaces for displaced children in another 'host' school. This option would involve the host school retaining its original DfE school number as it is not technically considered a new school. However, following the amalgamation process, governors have the option to rename the school to create a new identity for the merged schools.

Historically, an amalgamation would have involved the closure of multiple schools and the creation of one new school. However, under current legislation, this option would fall under the 'free school presumption' meaning that the Local Authority is unable to open a new school, but instead are placed under a duty to seek proposers for a free school/academy.

#### **3.5.2. Closure**

The DfE advises that school closure decisions should be taken when there is no demand for the school in the medium to long term and there are sufficient places elsewhere to accommodate displaced children.

A school closure would see a school cease to exist as a statutory entity with all displaced children taking places in other local schools. School closures can take the form of a full and immediate closure, whereby all children on roll are supported to find places in other local schools, or the closure can be 'staggered'. Full and immediate closures are recommended in this report.

A staggered closure option would cease the admission of children into reception each year until all remaining children have worked their way through to year 6, at which time the school would close. While this may be a less disruptive option for some families, it significantly increases the financial burden and further damages the quality of education at the school as pupils do not benefit from the mixing of year groups they would usually experience.

#### **3.6. Options review process to identify schools at risk**

Following approval of the School Estates Strategy by Cabinet in February 2022, the Council developed the framework outlined below to include objective measures impacting on a school's viability, using available key data to identify the schools most at risk from falling rolls.

**Criterion A - was the starting point for review:**

Schools were reviewed based on meeting one of the following three criteria:

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

**Criterion B - The list created from the above criteria A was then refined to include:**

- schools meeting more than one of the initial three criteria, or
- schools with greater than 45% surplus reception places.
- Additional schools falling outside these criteria were also considered where they are located geographically near a shortlisted school and identified as a potential partner for amalgamation.

**Criterion C - The list created from the above B criteria was further refined:**

- 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 [walking distances], 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.

Finally, a feasibility review of the options created from the above criteria was completed, this included:

- Number check on projected school pupil numbers and check if all pupils would fit in the proposed amalgamated school for September 2024.
- If closures were proposed, a review of nearby schools with surplus places was completed to ensure alternative options were available nearby.
- Community impact and children centre locations.
- The impact of local area plans, such as whether new neighbourhoods and new-build estates will create significantly more need for school places in that area in the future.

The proposals that have been included in this report are a direct result of the application of that options review process.

<b>Proposals</b>	<b>Number of Places removed [per year]</b>
1. De Beauvoir - closure	30
2. Colvestone & Princess May - amalgamate on Princess May site	30
3. Baden Powell & Nightingale - amalgamate on Nightingale site	30
4. Randal Cremer - closure	45
<b>Total</b>	<b>135</b>

### **3.7. Individual school data for the 6 school proposed for closure/merger**

#### **3.7.1. De Beauvoir Primary school - Closure proposal**

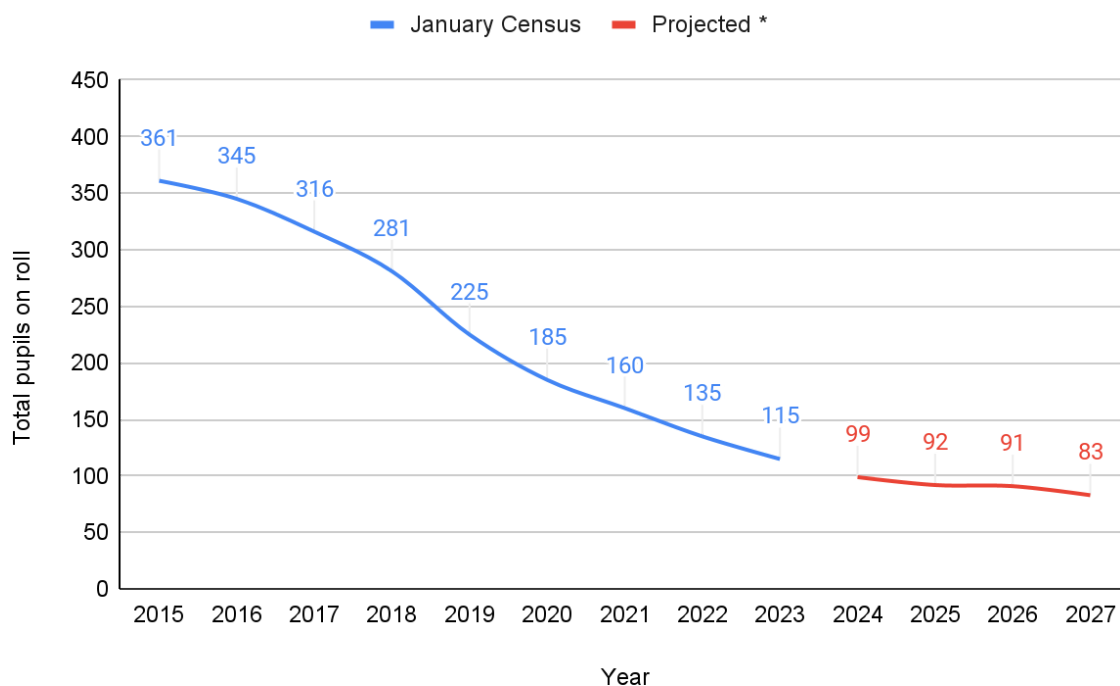
##### **3.7.1.1. Background**

De Beauvoir Primary School is a 1 form entry school in the south-west of Hackney. The school was graded good when inspected in January 2022. The school sees positive outcomes in primary assessments 2022.

Prior to 2018, the school had a PAN of 60. This was reduced to 30 from September 2019. From September 2021, the school has been operating a capped PAN of 15, which is unprecedented for Hackney.

The January 2023 census recorded 13 reception children on roll for a capped PAN of 15 places (official PAN is 30). There were a total of 10 offers made on national offer day for children to join the school in September 2023.

## De Beauvoir - Pupils on roll



\* assumes 10 children join reception each year and that no children leave or join the school in other year groups. Based on reception to year 6 primary phase only.

### 3.7.1.2. Financial position

Financial Year	2018-19	2019-20	2020-21	2021-22	2022-23
Brought Forward Balance	-73,473.57	-212,875.50	-125,557	82,566 *	140,418

\*De Beauvoir school received the sum of £154,132, in support of the directed PAN reduction in the financial year 2021-22.

### 3.7.1.3. Reason for proposed closure

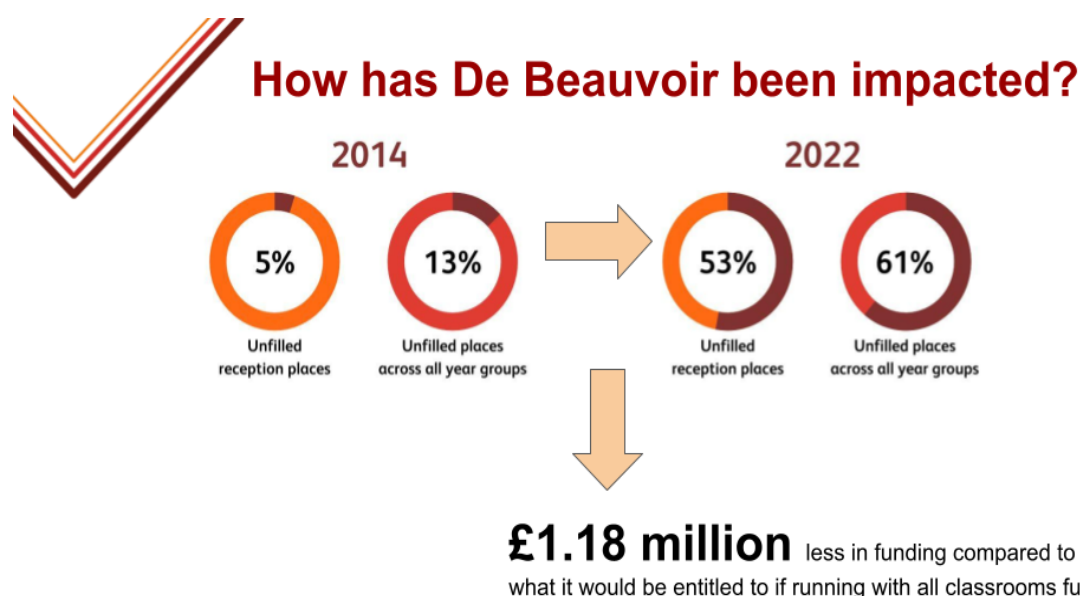
Due to sustained falling rolls over several years, the school will not be financially viable in the future. Despite a capped PAN of 15, the school has been unable to fill all the places. A total of 10 children were offered places to join reception in September 2023 on national offer day.

At the January 2023 census, De Beauvoir recorded 13 children in Reception (a surplus of 17 places, or 57%) and 115 children across all year groups (a surplus of 185 places, or 62%).

Based on the number of children on roll, 73% of the intended capacity of the school building is unused.

The school remains financially viable through vertically grouping of all year groups. This is not a model of school organisation that is encouraged or sustainable as it brings increased complexity in day to day management and organisation and brings increased workload for teachers and leaders who often need to pick up multiple roles.

Should De Beauvoir close, there are several nearby schools (all of which have been graded 'Good' or Outstanding' by Ofsted) that also have low rolls that children can transfer to. These schools include Holy Trinity, Princess May and St Matthias - all 16 minutes or less walk away and 0.52 miles and under. If a decision is made to progress with a closure, further information and support for families affected will be provided from the admissions team throughout the process.



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#### 3.7.1.4. Impact and equalities

If the proposal is agreed, by September 2024, De Beauvoir Primary School is projected to have approximately 95 pupils who will need to find an alternative school. There is a high incidence of need at the school with Education Health and Care Plans (EHCP) numbers at De Beauvoir of 10 [which is 9%], and pupils on [free school meals](#) (FSM) [67%], both above the Hackney average [Spring 2023 Census, reception to year 6]. The school has 20 staff members [including classroom teachers, head teacher, other support staff, teaching assistants]. Additional support to enable a smooth transition will be offered to affected pupils who have EHCPs.

### 3.7.2. Colvestone Primary School & Princess May Primary School - Amalgamation proposal

#### 3.7.2.1. Background

Princess May School is currently graded good by Ofsted (October 2017) and has strong Year 2 and 6 outcomes. The school is continuously improving.

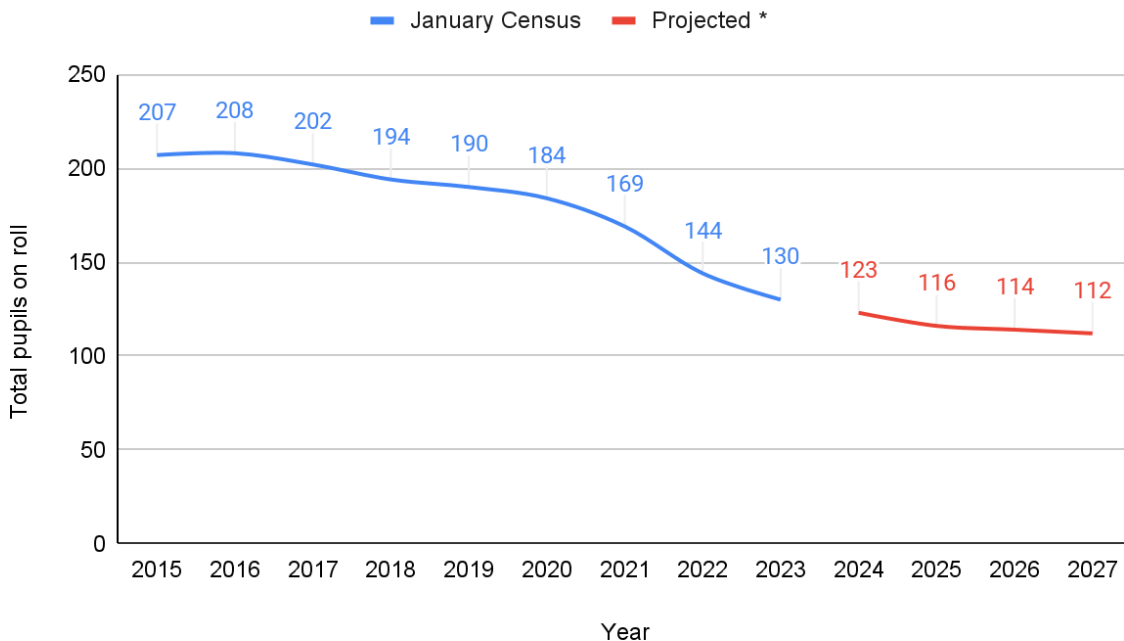
Colvestone School is also graded good (March 2018) and has strong Year 2 and 6 outcomes. The school was part of the Soaring Skies Federation with Thomas Fairchild school. This was dissolved by its governors in 2021 because, as reported by Ofsted after a monitoring inspection in May 2021, ‘...Thomas Fairchild has not improved quickly enough following the previous inspection in 2020’.

Both the executive headteacher and head of school left in August 2022.

Subsequently, the school is in a soft partnership with the Blossom Federation until July 2024 to receive leadership and business support. Colvestone is also receiving intensive level support which brings additional school improvement adviser time and funding for curriculum development from Hackney Education as part of its [Good to Great Policy](#) due to the changes in leadership.

At Colvestone, the January 2023 census recorded 18 reception children on roll for a PAN of 30 places. There were a total of 12 offers made on national offer day for children to join the school in September 2023.

### Colvestone - Pupils on roll

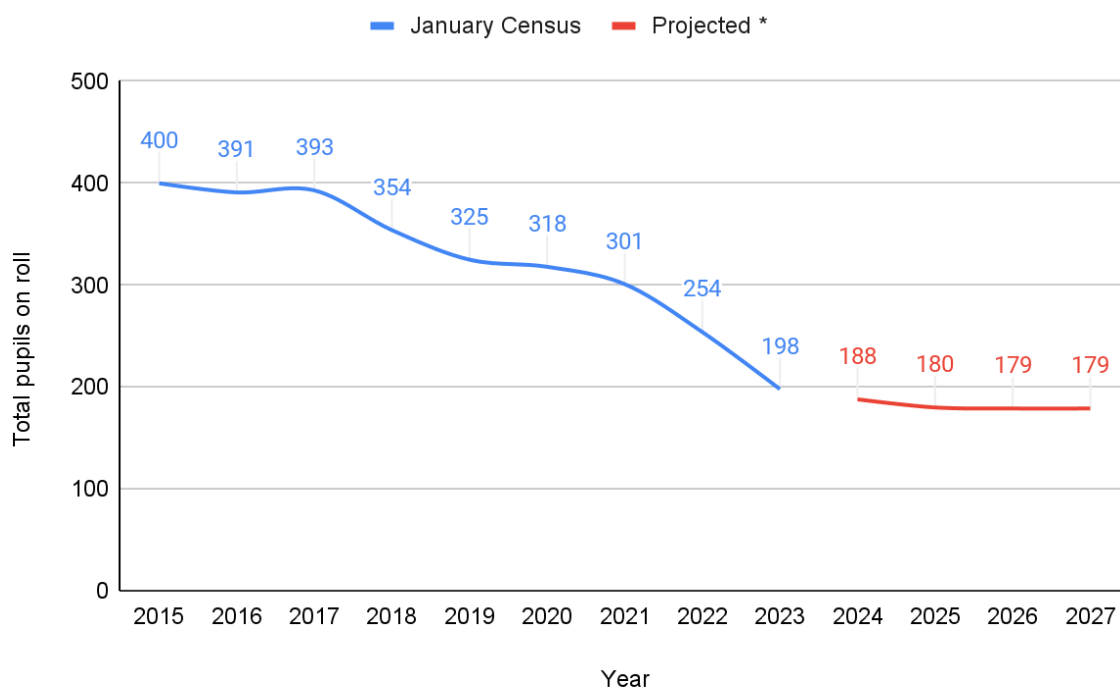


\* assumes 12 children join reception each year and that no children leave or join the school in other year groups.

Based on reception to year 6 primary phase only.

At Princess May, the January 2023 census recorded 19 reception children on roll for a PAN of 60 places. There were a total of 29 offers made on national offer day for children to join the school in September 2023.

### Princess May - Pupils on roll



\* assumes 29 children join reception each year and that no children leave or join the school in other year groups. Based on reception to year 6 primary phase only.

#### 3.7.2.2. Financial position

##### Colvestone

Financial Year	2018-19	2019-20	2020-21	2021-22	2022-23
Brought Forward Balance	-300,669.36	-475,486.70	-664,807	-589,966	-561,646*

\*Colvestone was granted £50k from contingency in the financial year 2022-23 to aid the stabilisation of the school post de-federation.

### Princess May

Financial Year	2018-19	2019-20	2020-21	2021-22	2022-23
Brought Forward Balance	361,302.83	88,584.70	48,454	24,947	29,630

#### 3.7.2.3. Reason for proposed amalgamation

At Colvestone, in 2014 Reception was full with no unfilled places and there were 3% unfilled places across all year groups (6 places out of 210). By January 2023 there were 40% unfilled Reception places (12 places out of 30) and 38% unfilled places (80 places out of 210, or nearly 3 classes) across all year groups.

At Princess May, in 2014 there were 2% unfilled Reception places (1 place out of 60) and 6% unfilled places across all year groups (24 places out of 420). By 2022 this had increased to 68% unfilled Reception places (41 places out of 60) and 53% unfilled places (222 places out of 420, or more than 7 classes) across all year groups. This downward trend is forecast to continue. There is a temporary PAN of 30 in operation for Reception, Yr 1, Yr 3, Yr 4 and Yr 5.

Other schools within the Blossom Federation were not considered for amalgamation with Colvestone due to the distance between them.

Princess May and Colvestone both featured on the list of schools derived from applying the criteria and are both facing the issue of falling rolls. The proposal to amalgamate with Princess May is due to the close proximity of the schools, minimising disruption, but also due to both schools having a high surplus as well as high unused capacity in their buildings. Princess May is 0.3 miles away from Colvestone, which is a 6-minute walk between the two schools. The process of amalgamating the two schools would create a stronger educational establishment.

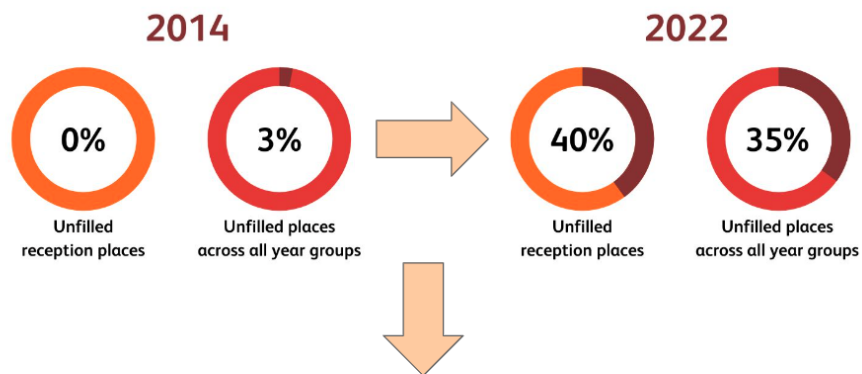
The decision to propose an amalgamation on the Princess May site takes into account the capacity to host the merger. Princess May school is a 2 form entry building with a current net capacity of 420. Based on the number of children on roll, 53% of the intended capacity of the Princess May school building is unused.

Colvestone is a 1 form entry school, the capacity of the school is 243 at the latest net capacity assessment (the number of pupils that could be accommodated at the school). Based on the number of children on roll, 47% of the intended capacity of the Colvestone school building is unused. The existing buildings at Colvestone do not have the physical capacity to accommodate pupils from Princess May.





## How has Colvestone been impacted?



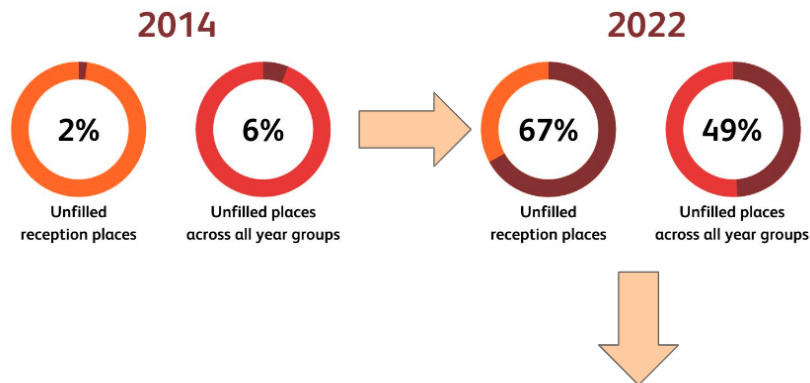
**£470,000** less in funding compared to what it would be entitled to if running with all classrooms full

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## How has Princess May been impacted?



**£1.3 million** less in funding compared to what it would be entitled to if running with all classrooms full

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### 3.7.2.4. Impact and equalities

If the proposal is agreed, by September 2024, Colvestone is projected to have approximately 120 pupils who would move to the Princess May site. There is a high incidence of need with EHCP numbers at Colvestone of 10 [which is 8%] and Princess May of 10 [5%], and pupils on FSM at Colvestone of 35% and of 46% at Princess May [Spring 2023 census, reception to year 6]. Additional support to enable a smooth transition will be offered to affected pupils who have EHCPs.

Colvestone has 18 staff members and there are 29 staff members at Princess May [including classroom teachers, head teacher, other support staff, teaching assistants].

Postcode analysis on average time parents travel to school shows that Colvestone parents travel on average 10 minutes by walking, and travelling to Princess May would make the average travel time 13 minutes to get to school. By comparison, current Princess May families on average travel 14 minutes walking to get to school.

### **3.7.2.5. Travel to school routes for merger proposals - Impact assessment**

An analysis of key journeys based on clusters of Colvestone pupil postcodes was completed and mapped on Google Maps to highlight key desire lines for travel to Princess May. These key routes have been used to identify potential impacts on active travel to Princess May Primary School. They include:

- A proportion of pupils will need to cross the A10 to get to Princess May, with most Colvestone pupils living east of the A10. Approximately half of current Princess May pupils live east of the A10 and already make a similar journey.
- A10 is a much less child friendly walking route to school than surrounding quiet residential roads that pupils may have previously used.
- Dunn Street may become more heavily used for active travel to school, to avoid walking along the A10, this road has narrow and inconsistent pavements.
- Downs Park Road between Amhurst Road and St Mark's Rise may become more heavily used for active travel to school.

The following measures are proposed to mitigate the above impacts:

- An assessment of safe crossing points with which we engage Transport for London, as the strategic transport authority with responsibility for the A10. TfL are planning a new crossing across the A10 at Sandringham Road as part of the Cycleway 23 route, along with restrictions to vehicle movements from Sandringham Road onto the A10 that will make it easier to cross Sandringham Road as well.
- Completion of the Cycleway 23 route connecting Lea Bridge to Dalston
- The Council has committed to implement a low traffic neighbourhood east of the A10, which will reduce traffic, and improve walking and cycling routes in the area.
- Monitor footfall on Dunn Street and conduct a footway inspection to consider pavement improvements if needed.
- Monitor recent traffic scheme at the junction of Downs Park Road and St Mark's Rise, which improved the westbound cycle lane.

- Additional public realm improvements on Princess May Road and Barrett's Grove considering the higher number of children using them following the amalgamation.

In addition to the mitigations outlined above, pupils of Princess May Primary school already benefit from a School Streets scheme, which was permanently implemented in 2022 to reduce traffic congestion around the school estate at the beginning and end of the school day, thereby improving road safety. Additionally, as a matter of course, the Council will continue to undertake a rolling programme of traffic monitoring in the area, to ensure that any existing and new measures remain appropriate.

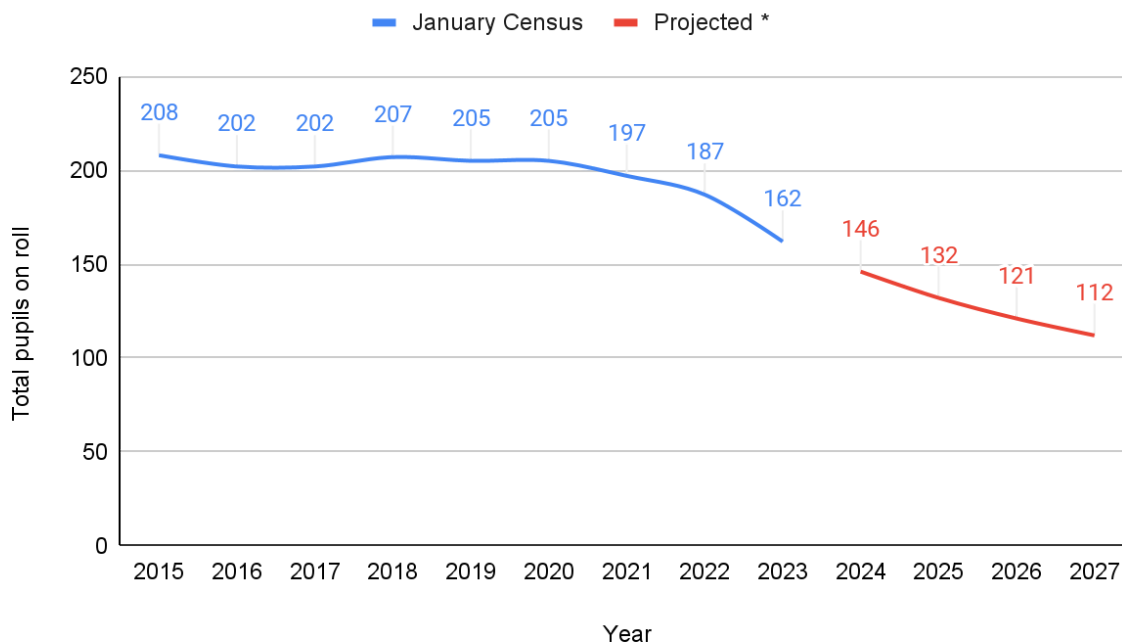
### **3.7.3. Baden Powell Primary School & Nightingale Primary School - Amalgamation proposal**

#### **3.7.3.1. Background**

Nightingale Primary School is currently graded Good by Ofsted (November 2017). It has strong 2022 Year 6 outcomes and has a good curriculum model in place. The school is on an upward trajectory. The January 2023 census recorded 30 reception children on roll for a PAN of 30 places. There were a total of 30 offers made on national offer day for children to join the school in September 2023. The school is not currently impacted by falling rolls consistently, maintaining less than 10% surplus places in recent years.

Baden Powell is graded good by Ofsted (October 2018). Its Year 6 outcomes are higher than the national average and it is performing well. The January 2023 census recorded 15 reception children on roll for a PAN of 30 places. There were a total of 13 offers made on national offer day for children to join the school in September 2023.

## Baden Powell - Pupils on roll



\* assumes 13 children join reception each year and that no children leave or join the school in other year groups. Based on reception to year 6 primary phase only.

### 3.7.3.2. Financial Position (Baden Powell)

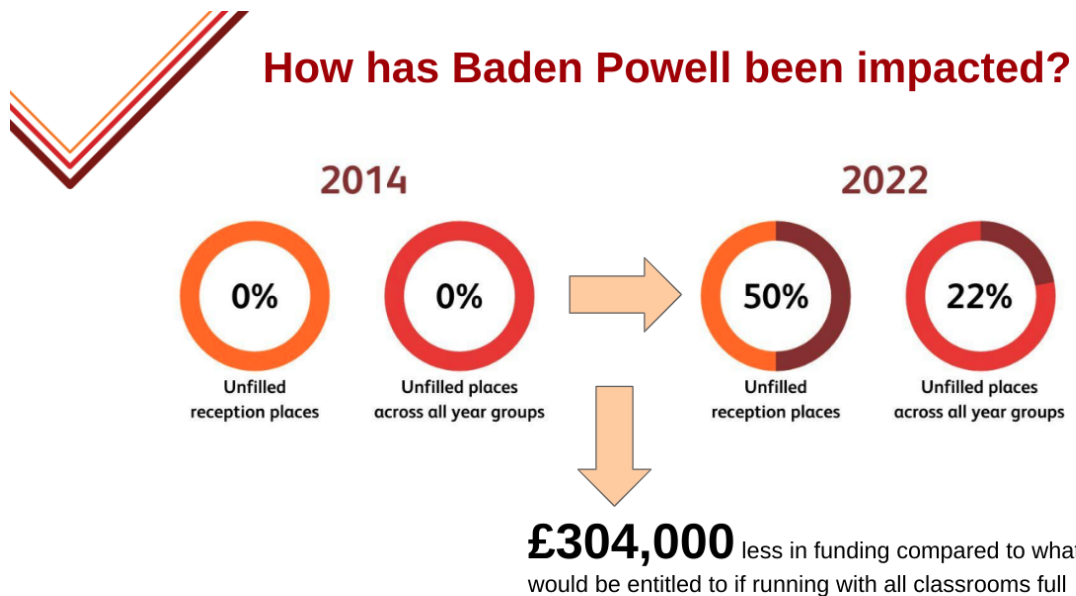
Financial Year	2018-19	2019-20	2020-21	2021-22	2022-23
Brought Forward Balance	313,664	257,386	274,666	111,747	31,768

### 3.7.3.3. Reason for proposed amalgamation

Baden Powell Primary School has been affected by falling rolls. In 2014 the school was full to capacity in every year group. By January 2023 there were 50% unfilled Reception places (15 places out of 30) and 23% unfilled places (48 places out of 210, or more than one class) across all year groups. This downward trend is forecast to continue. Baden Powell school was selected for a proposed amalgamation after applying the selection criteria, as one of the schools most affected by the falling rolls.

Nightingale has a net capacity of 420 which is the actual physical capacity of the building. With 198 pupils on roll there currently is 53% unused capacity in the building. There is sufficient capacity on the Nightingale site to accommodate the children from Baden Powell. Nightingale school was

selected to host an amalgamation because this school is in a new building which was built for 2FE, and currently operating at 1FE due to the low pupil numbers in the area.



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### 3.7.3.4. Impact and equalities

If the proposal is agreed, by September 2024, an estimate of 140 children would move from Baden Powell to Nightingale. There is a high incidence of need at the schools, with the pupils with an EHCP at Baden Powell at 8, [this is 5%], and at Nightingale 22, [this is 11%]. The percentage of pupils on FSM is 51% at Baden Powell and 44% at Nightingale [Spring 2023 census, reception to year 6]. Additional support to enable a smooth transition will be offered to affected pupils who have EHCPs. Staff numbers at Baden Powell are 34 and at Nightingale are 33 [including classroom teachers, head teacher, other support staff, teaching assistants].

Postcode analysis on average travel time to school shows that Baden Powell parents travel on average 8 minutes by walking, and travelling to Nightingale would keep the same average walking travel time. By comparison, current Nightingale families on average travel 9 minutes walking to get to school.

### 3.7.3.5. Travel to school routes for merger proposals - Impact assessment

An analysis of key journeys based on clusters of Baden Powell pupil postcodes was completed and mapped on Google Maps to highlight key desire lines for travel to Nightingale. These key routes have been used to identify potential impacts on active travel to Nightingale Primary School. They include:

- In terms of travel, overall, there appears to be very limited impact, as Nightingale is very close to Baden Powell. It is a 2 minute walk between schools.
- For those living south of Hackney Downs the journey will be shorter, and pupils can continue to travel through Hackney Downs to lower exposure to traffic on their journey to school.
- The cut-throughs from Charnock Road and Heyworth Road will become increasingly important and utilised (connect Baden Powell to Nightingale).

Mitigation measures:

- Potentially child focused improvements to the cut-throughs from Charnock Road and Heyworth Road.
- There would be more children using Tiger Way in case of an amalgamation, so additional public realm improvements may be beneficial, including school focused planters, or planters to indicate School Street.

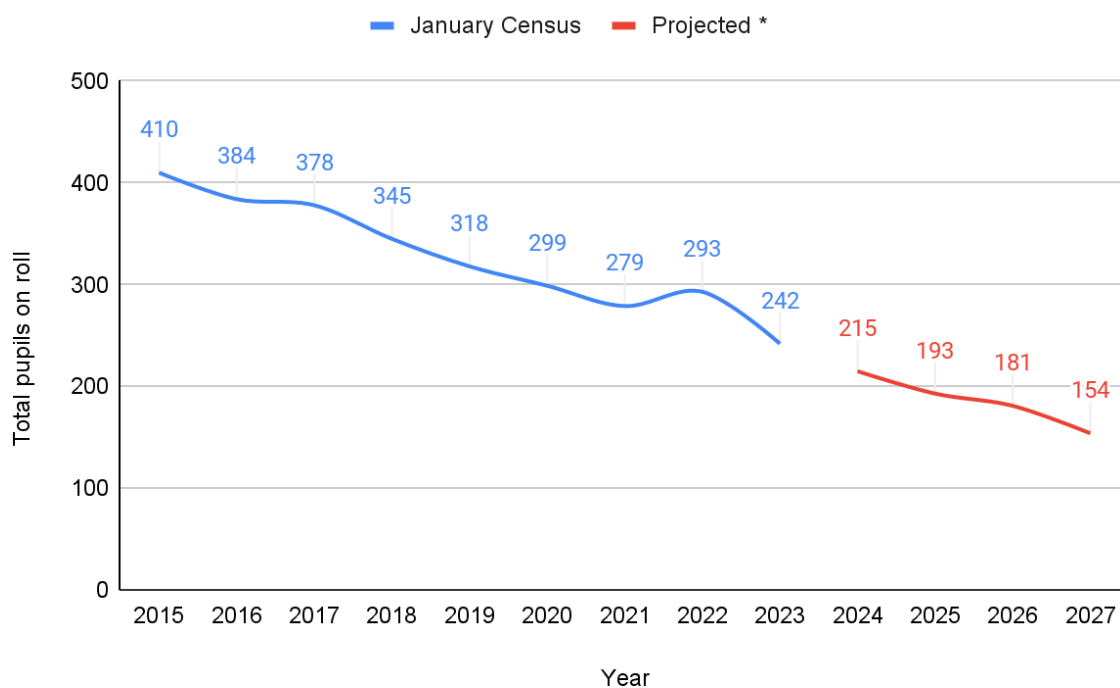
### **3.7.4. Randal Cremer - Closure proposal**

#### **3.7.4.1. Background**

Randal Cremer is currently graded good by Ofsted (March 2020). The school has managed well despite the impact falling rolls has had on leadership capacity. Assessment data in 2022 was low. The school is currently receiving focussed support from Hackney Education as part of the Good to Great policy.

The January 2023 census recorded 29 reception children on roll for a PAN of 45 places. There were a total of 16 offers made on national offer day for children to join the school in September 2023.

## Randal Cremer - Pupils on roll



\* assumes 16 children join reception each year and that no children leave or join the school in other year groups. Based on reception to year 6 primary phase only.

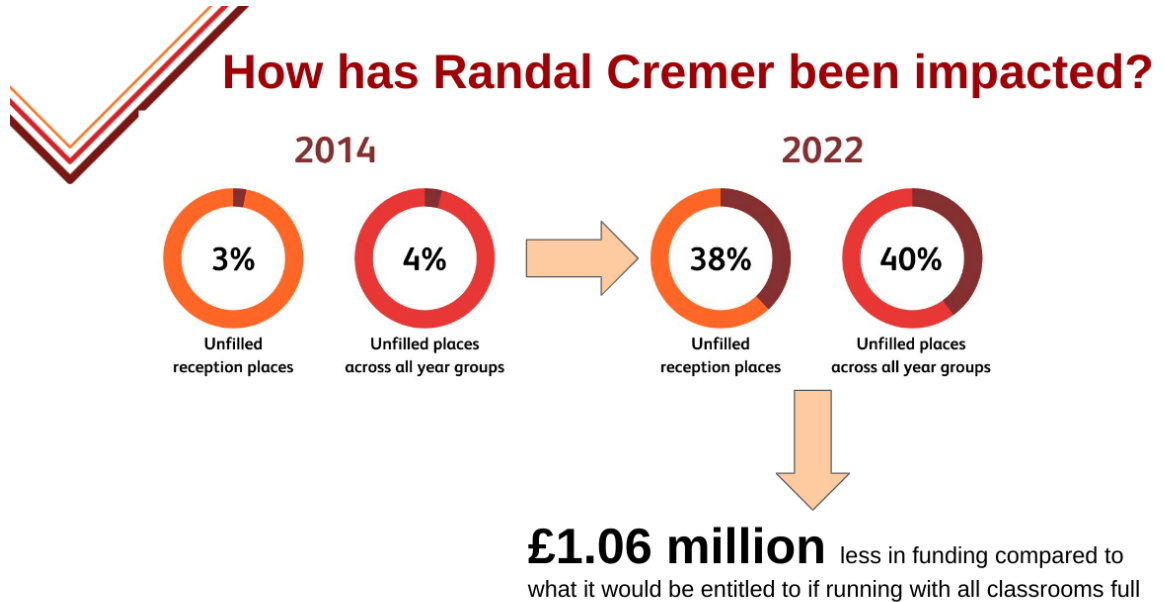
### 3.7.4.2. Financial Position (Randal Cremer)

Financial Year	2018-19	2019-20	2020-21	2021-22	2022-23
Brought Forward Balance	37,601	42,574	179,035	273,791	310,032

### 3.7.4.3. Reason for closure proposal

Randal Cremer Primary School has been severely affected by falling rolls. In 2014 there were 3% unfilled Reception places (2 places out of 60) and 4%

unfilled places (15 places out of 420) across all year groups. By January 2023 the surplus had increased to 36% unfilled Reception places (16 places out of 45) and 40% unfilled places (163 places out of 405, or more than 5 classes) across all year groups. Based on the number of children on roll, 41% of the intended capacity of the Randal Cremer school building is unused.



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#### 3.7.4.4. Consideration of an amalgamation with other nearby schools

Options were considered for amalgamation, but there was no local school located close enough [walking distance] with the required surplus to take all of the pupils. However, there are sufficient schools nearby with surplus places that could accommodate the pupils from Randal Cremer. Hoxton Garden, Sebright, St Monica's and St John the Baptist are likely destination schools - they are all under 0.45 miles away from Randal Cremer as the crow flies [all under 13 minutes walking] and all Ofsted rated Good or Outstanding.

If a decision is made to progress with a closure, further information and support for families affected will be provided from the admissions team throughout the process

#### 3.7.4.5. Impact and equalities

If the proposal is agreed, by September 2024, Randal Cremer Primary School is projected to have around 200 pupils who will need to find an alternative school. The school has 56 staff members [including classroom teachers, head teachers, other support staff, teaching assistants]. There is a high incidence of need at the school with EHCP numbers at Randal Cremer of 14 [6%], and the percentage of pupils on FSM at 51% [Spring 2023 Census, reception to year 6]. Additional support to enable a smooth transition will be offered to affected pupils who have EHCPs.



#### 4.7.5 Air Quality review

Air quality as measured by average Nitrogen dioxide (NO<sub>2</sub>) at the six school sites in Hackney was reviewed. For 2021 all of the diffusion tubes located near these schools were well below the Hackney air quality objective of 40 (µg/m<sup>3</sup>), as seen in table below.

Site name	2021 NO <sub>2</sub> annual concentration (µg/m <sup>3</sup> )	Pollutants monitored
Randal Cremer Primary School	20	NO <sub>2</sub>
Nightingale Primary School	19	NO <sub>2</sub>
Baden-Powell Primary School	18	NO <sub>2</sub>
De Beavior primary school	20	NO <sub>2</sub>
Colvestone Primary School	23	NO <sub>2</sub>
Princess May 1	23	NO <sub>2</sub>
Princess May 2	32	NO <sub>2</sub>

[Source: Hackney Air Quality Annual Status report/](#)

<https://hackney.gov.uk/air-quality>

## 4. DETAILS OF ALTERNATIVE OPTIONS CONSIDERED AND REJECTED

### 4.1. Option 1 - No action

If the Council takes no action to remove places from the system in 2024, and the fall in pupil numbers continues as projected, the increasing impact of empty reception places will escalate from a projected 18% (506 reception places) in 2024, rising steadily each year to a surplus reception rate of 25% (708 places) by 2028. This projection takes into account the reduction in reception published admission number (PAN) of 120 places from September 2023.

A school with falling rolls will have significantly less funding and this directly affects staffing numbers (both teaching and support staff), resources, equipment, expenditure, maintenance work and extracurricular activities for children. While Hackney schools have achieved excellent results for their students, those experiencing falling rolls will find it increasingly challenging to operate in the long run.

In time, a school affected by income loss will almost inevitably see performance and standards fall. It is the duty of the Council to ensure that the

quality of education for children, and stability for teaching and support staff, take priority.

The operational challenges affecting schools with falling rolls will continue to increase with a negative impact on pupils and no systemic solution. Taking no action to the issues affecting schools with falling rolls is not an acceptable option available to the Council.

**4.2. Option 2 - adopt the proposals to begin informal consultation as recommended:**

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

**4.3. Option 3 - To make an alternative combination of closure / merges**

Alternative options were considered and rejected as detailed against each proposal.

**5. Policy Context - Education Sufficiency and Estate Strategy**

**5.1. Education Sufficiency and Estate Strategy**

The Education Sufficiency and Estates Strategy [appendix C], approved at Cabinet on 28 February 2022, has been formulated with a view to consider how to resolve four priority issues affecting Hackney:

- 1) the significant increase in demand for SEND education provision
- 2) falling primary mainstream school rolls
- 3) the projected fall in secondary mainstream school rolls due to a declining primary roll
- 4) a long term sustainable use plan for all education sites in the borough.

The proposals in this report relate to priority 2: to address falling primary school rolls by working with schools with budget pressures and falling pupil rolls to seek viable long-term solutions.

The Council has a statutory duty to ensure there is a sufficient number of school places for pupils and that places are planned effectively, taking action where appropriate to mitigate the risks of too many or too few places.

SEND places and School Place Planning strategies are aligned to Hackney Education's strategic aims.

Hackney's aims are to create a fairer, more inclusive borough, which supports children and young people to thrive. We want to optimise schools' roles as an

anchor system in the borough and ensure that developments and changes are sustainable. Hackney Education’s mission is to improve the life chances of every child, young person and learner in Hackney.

## 5.2. Communication and Engagement

The Local Authority began an engagement process with stakeholders in February 2023. The table below outlines the engagement timetable during February to April 2023. The feedback from these events has been reviewed by officers and included in the appendices to this report.

A ‘Save Colvestone Primary School’ detailed report submitted to Hackney Council via email to the Director of Education, includes information that for GDPR reasons cannot be attached as a public document. This has been added as an exempt appendix, therefore it is not public, but it is available for Hackney Cabinet members for review.

### 8.4 Table 2 : Engagement timetable

From February 2023	The Director of Education, Head of High Needs and school places, along with the Deputy Mayor and Lead Member for Education, engaged with the Head Teacher, Chair of Governors and Executive head [if applicable] of the six proposed schools. In some instances the leadership chose to discuss this with the governing board. All school leadership teams went on to have three meetings with the Director and his team as part of the process prior to the parent and carer engagement sessions in April.
From 23 March 2023	The Local Authority provided school leadership teams with information packs to share with their communities and staff. School leaders informed staff and families of the children on roll about the potential proposals.
Between 18th April and 27th April 2023	Informal engagement sessions have taken place with the six schools' parent/carers communities, hosted by the schools and attended by Hackney Education representatives and lead Members.

In order to ensure that decision makers are aware of community thoughts and concerns, those potentially affected by the proposals were offered multiple options to submit their comments and questions (during engagement meetings, by filling out a form, or by email). The information and feedback

received have been anonymised for data protection purposes and included in the present report.

However, it is important to note that this stage is not a consultation yet. If the decision is made to move to informal consultation there will be a structured process to gather feedback from the community on proposals. Further advice on this will be given at that time.

The feedback has been themed and key concerns raised by school communities can be seen in appendix D. The raw initial feedback and detailed questions submitted from informal engagement can be seen in appendix E.

The key themes have been summarised in table 3 below.

**Table 3 : Common themes across all schools**

Overwhelming sense of sadness, anxiety and frustration	Parents and carers spoke passionately about their schools, many viewing them as their family. Parents and carers love their schools, headteacher, teachers and support staff. Emotions were strong throughout. Sometimes generations of families have attended the schools and now work there too. Concern over the stress this causes for children, particularly those most vulnerable, was also shared frequently.
Pupils with SEND	Concerns were heard frequently. Pupils with EHCPs, those waiting for EHCPs and those with SEND but no EHCP. Concerns around new staff not knowing their child, needs not being met, struggling in a larger school, travelling further for a school and not being welcomed to a new school.
Parent choice of school	Not having affordable childcare close by, parent choice of school (values, approaches, faith/ non faith etc.).
Moving to a larger school	Concern around how pupils would manage in a larger school, would staff know them as well and would parents/ carers have the same close relationships with staff?
Enormity of challenges families are already facing	Pupils who have already moved schools, families with a range of needs, housing, travel, cost of living, post pandemic, etc. Support needed for new costs of uniforms. Families with more than one child at the school(s).
Sense of not belonging anymore	Schools are viewed as family. There was a strong sense of belonging and fear of losing this.
Timing	Reception places offered, parents and carers aware of potential mergers/ closures so rolls falling faster/ frustration

	from those who have just recently been offered a place. Timeline too long, leading to lots of uncertainty.
Future	Risk of this happening to their child again with further closures or mergers.
Current Y4 pupils	Will have one year in a new school and then transition again to Secondary causing a lot of change in a short period of time.
Frustration around free schools and faith schools	Parents and carers frustrated about lack of powers around free schools opening and faith schools not part of current, potential consultation.
Concern around future use of the sites and implications on families costs.	Parents and carers expressed concerns about the school sites affected by closures / mergers being transformed into new unaffordable housing. Feelings of being pushed out of Hackney. Questions as to whether plans for street scene improvements would go ahead, and who they would serve. Concerns raised around additional costs i.e. uniforms, travel expenses.
Frustration around engagement	Parents and carers feel a lack of trust at the moment. They have been consulted with before on other issues and feel they aren't listened to. Attendees could see that data points to closures/ amalgamations being the only solution, so felt the consultation was pointless and a decision had already been made. Some frustration around timelines, timings, notice, etc. Lack of detail at this stage (e.g. What will happen to staff? How will everyone be supported? Will classes merge/ children be separated?). Parents were unsure if they should just move their children now to ensure a place at the next choice or wait (lack of guidance on what they should do). Concerns there won't be enough places in all local schools in response to need.
Concerns around not getting a place at next school of choice	Travel to schools further afield, the cost implication and disruption for pupils, especially those with SEND. Parents and carers of different faith, class, race, etc. not feeling welcomed in some schools/ communities. Worries about costs of new uniforms. Worries about waiting lists and not getting a school place.
Impact on school staff	Further clarity around the impact of what would happen to the staff at the schools was asked for. The gratitude of families towards staff they know and trust was shown.
Building / site use	Community concerns around what the empty school site will

	be used for should the building be closed.
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Answers to questions submitted have been provided at engagement events, where time permitted. The current information and FAQ available on the Council webpage already answers some of the questions raised: <https://education.hackney.gov.uk/content/primary-schools-potential-changes>.

This report provides further information to address others. An updated FAQ for all stakeholders will be provided on the Hackney Education site, if the proposals progress to informal consultation.

NB: with regards to children with SEND, consideration should be given to the challenges for pupils with EHCPs, pupils waiting for an EHCP and pupils who have SEND but no EHCP.

NB: Parent/carer voice is stronger in some schools than others, but this does not necessarily directly reflect the strength of feeling. Consideration and support will be given to all schools involved in the process, including for those that might find it harder to engage parents and carers, and the barriers that some parents and carers might face in being able to actively engage (especially given the notice schools, parents and carers had in advance of the events).

There were common themes of concerns submitted by the community at each school as outlined above, some of the additional and school specific concerns are listed in table 4.

**Table 4: Summary of key themes from engagement and feedback by school**

Proposal	Themes from feedback
De Beauvoir - closure	<p>The community noted and questioned: the rationale for selecting the school; the impact on the children; the additional costs of moving school; the stress this would cause to children; impact on children with SEND; no correlation between free places in schools and lack of nursery places; the lack of promotion of De Beauvoir as a good school for new children; frustration around affordable housing; the review not including faith schools; concerns about moving from a small school; concerns about admission arrangements and priority listing; impact on pupils who will be in Year 6; lengths of waiting lists; unfair competition from Hackney New Primary School; and worries about where the children will go if De Beauvoir closes.</p> <p>De Beauvoir in person engagement event: 15 staff and 40 parents/carers in attendance  Questions and answers captured from the event detailed below:</p> <ul style="list-style-type: none"> <li>● 21/25 April - De Beauvoir [appendix F]</li> </ul>

Proposal	Themes from feedback
Colvestone & Princess May - amalgamate on Princess May site	<p>The community noted the timelines and asked questions about: the class sizes and performance of the school; the impact on staffing; and future use of the building.</p> <p>Princess May engagement event: 15 in attendance  Questions and answers captured from the event detailed below:</p> <ul style="list-style-type: none"> <li>● 27 April - Princess May [appendix G]</li> </ul> <p>The community noted and questioned: the differences in Princess May school fabric and pollution levels; the difference in atmosphere at Princess May (a larger school); the rationale for including Colvestone in the review; the previous investment in Colvestone; the positive impact of Blossom Federation support; the change in size of schools; the timeline; the impact on the 21st Century street plan; the need for pupil support and SEND provisions; Colvestone site usage; the impact on staff; the community petition.</p> <p>*A 'Save Colvestone Primary School' detailed report submitted to Hackney Council via email to the Director of Education includes information that for GDPR reasons cannot be attached as a public document. This has been added as an exempt Appendix O, therefore it is not public, but it is available for Hackney Cabinet members for review.</p> <p>Colvestone in person engagement event: 110 in attendance  Questions and answers captured from the event detailed below:</p> <ul style="list-style-type: none"> <li>● 24 April - Colvestone [appendix H].</li> </ul>
Baden Powell & Nightingale - amalgamate on Nightingale site	<p>The community noted and questioned: costs of the move; ethos of different schools; large playground in current school; uniform changes and costs; parents are keen to raise money and help; the impact this could have on new teachers; the impact on children with SEND; parents/ carers have mentioned the small sizing of the school and intimate environment has helped with their child's learning; what would happen to the building; and the importance of parental choice.</p> <p>Baden Powell in person engagement event: 30 in attendance  Questions and answers captured from the event detailed below:</p> <ul style="list-style-type: none"> <li>● 19 April - Baden Powell [appendix I]</li> </ul> <p>The community noted and questioned; ethos of the school; school organisation post-merger; the impact on staff and children (particularly children with SEND); and the use of the Baden Powell site.</p> <p>Nightingale in person engagement event: 30 in attendance  Questions and answers captured from the event detailed below:</p> <ul style="list-style-type: none"> <li>● 18 April - Nightingale [appendix J]</li> </ul>

Proposal	Themes from feedback
Randal Cremer - closure	<p>The community noted and questioned; the rationale for including Randal Cremer in the review; where would the children move if the school were to close; concerns if children move to a school which could close in the future; how the announcement of a potential closure impacts current roll; the impact on children (particularly those with SEND); what would happen to the school site</p> <p>*A report titled 'Why should we keep Randal Cremer Primary School open?' submitted to Hackney Council via email to the Director of Education includes information that for GDPR reasons cannot be attached as a public document. This has been added as an exempt Appendix P, therefore it is not public, but it is available for Hackney Cabinet members for review.</p> <p>Randal Cremer in person engagement event: 60 in attendance  Questions and answers captured from the event detailed below:</p> <ul style="list-style-type: none"> <li>● 20 April- Randal Cremer [appendix K]</li> </ul>

The next step, if the Cabinet agrees to begin a statutory process, will be to move to informal consultation; an updated communications plan will be prepared, to ensure stakeholders are engaged and informed throughout the process. If the decision is made to move to informal consultation, there will be a structured process to gather feedback from the community on proposals. Further advice on this will be given at that time. If agreed, an informal consultation will begin in June, extending to a wider range of stakeholders, to include:

- Pupils
- Parents /carers
- All residents
- Governors
- School leadership
- School staff
- Education staff
- All members
- Member governors
- Ward Councillors
- Unions
- MPs
- Other LAs
- Diocesan bodies
- Interlink



### **5.3. FINANCE CONSIDERATIONS**

The quantification of the financial impact of costs related to closure/amalgamation of a school/schools are complex to model and will be influenced by the timing of the closure, HR/redundancy costs and the future plans for any sites vacated (including site security and reuse options). In addition, the financial treatment of any deficit balances will also have an impact along with other incidental costs or potential liabilities.

#### **5.3.1. Pre-closure costs which would fall on the Council**

##### **5.3.1.1. Redundancy**

High-level modelling has been carried out in relation to redundancy costs for the six schools proposed in this report as of February 2023. The modelling is based on a number of assumptions and is indicative of potential redundancy and severance costs only. As a guide the estimated cost of redundancy and severance for the six schools outlined for amalgamation/closure is circa £1.6m.

It is to be noted that this is a broad estimate. The modelling assumes all staff in a school to be closed in August 2024 would receive redundancy and severance payments. For those schools where an amalgamation is proposed it is assumed half of the staff in each of the two schools would be retained. For amalgamations the modelling also assumes an even spread of more expensive and less expensive redundancies. In reality this process and the resulting cost will be subject to HR change management procedures and could be higher or lower than the estimate. The estimate is a snapshot based on the current staffing establishment only.

We will work closely with Hackney Human Resources, to implement a package of support for all the affected school based staff. Where possible, redeployment will be offered as well as the opportunity to upskill through working with agencies such as Hackney Works. As a last resort, redundancy or early retirement will be offered.

##### **5.3.1.2. Write-off of school balances**

When a maintained school closes, any outstanding deficit falls to the Council to be written off. As of 31st March 2023 Colvestone has a deficit balance of £562k. The other schools have a surplus balance, however this could change up to the point of closure. The revenue balances brought forward into financial year 2021/22 and the closing 2022/23 year end position are listed for each of the schools in the table below:

**Table 5**

<b>School</b>	<b>2021/22 Closing revenue balance brought forward surplus/(deficit) (£)</b>	<b>2022/23 Closing revenue balance carried forward surplus/(deficit) (£)</b>
Baden Powell	111,747	31,768
De Beauvoir	82,566	140,418
Colvestone	(589,966) Deficit	(561,646) Deficit
Princess May	24,947	29,630
Nightingale	257,507	138,116
Randal Cremer	179,035	310,032

The trend suggests that, by the date of a potential closure/amalgamation, Baden Powell and Nightingale could also reach a deficit position. There is a significant risk that school deficit balances could increase at a greater rate once proposals are known as some parents may elect to move their children sooner than the school closure, this could have an impact on school funding and cause greater pressure on in-year budgets up to the point of closure/merger. We will support schools during this period.

#### **Post closure costs / risks**

##### **5.3.1.3. Site Security and maintenance**

There may be a need to secure and maintain the school sites on an interim basis following closure pending future use. These costs are estimated and will be refined if the proposals in this report are implemented. We want to avoid this situation if at all possible as we work through options for the sites.

##### **5.3.1.4. Cost of contracts or other liabilities**

Contracts entered into by the governing bodies for each of the schools could represent a significant cost if they are not concluded by the school before closure. It is advised that full contract registers and liabilities relating to termination of contracts are settled by working with the schools concerned. Any liabilities that remain post closure would fall to the Council, working with the school would mitigate this risk and limit future potential costs.

##### **5.3.1.5. Other incidental costs and programme management costs**

There may be additional incidental costs which materialise and may need to be contributed to by the Council as a result of closure, an example of this could be uniform costs for pupils transferring to another school. The full costs

of closure will need to be refined, including incidental costs which may materialise during the course of the closure/amalgamation programme.

Additional staff resources required from both, within the Council and externally, will also need to be factored into current estimates, costs are estimated at circa £300k including on-costs for the length of the programme, however this value needs to be refined.

### 5.3.2. Summary of financial implications

**Table 6** - A summary of the costs including those which need to be confirmed/refined are contained in the table below:

<b>Description</b>	<b>Potential cost (£'000)</b>	<b>One-off / recurring</b>
Redundancy	1,600	One-off
Potential write-off costs	562	One-off
Contracts / transferred liabilities	TBC	One-off
Incidental costs	TBC	One-off
Programme management	Approx 300	One-off
Site Security and maintenance	Approx 1,000	Recurring per annum if sites remain vacant
<b>Total</b>	<b>3,462</b>	

These are only potential costs, which carry significant risks of being higher than the current calculations, particularly for redundancy (where early retirement decisions can prove very costly) and also for the write-off of school balances, which will be subject to further movement between now and a potential future closure date.

### 5.4. PROPERTY CONSIDERATIONS

While rolls are falling, schools have to continue to pay for the maintenance of their buildings and sites. Reduced revenue budgets impact on a school's ability to set aside sufficient budget to deal with day to day repair and maintenance issues as budgets are prioritised to deal with staffing and essential resources.

Underinvestment in the maintenance of school buildings will create longer term issues with the building as repair and maintenance needs that could be maintained through appropriate annual investment are ignored and become a longer term burden. This will inevitably lead to more significant building repairs and an increased need for capital funding to deal with the growing lack of maintenance. Capital allocations from DfE are provided on the basis of pupil numbers, so a reducing pupil number will lead to reduced capital allocations and an increased burden on the Council to maintain the assets.

Should the amalgamation and closure options in this report be taken forward, school sites that become vacant will be considered for alternative uses to support the Council's wider priorities. A dedicated working group will be established to work with a set of agreed principles about future use of the sites; any permanent decisions have to be ratified by the Secretary of State for Education.

As noted above, since austerity arrived in 2010/11 Hackney has been consistently determined to avoid ill-conceived disposals of assets to hurriedly raise money. Hackney has been able to do this because of its disciplined financial management over the years, which allows it some space to stop, analyse and plan before acting. While others sold assets (which in some parts of the country has been unavoidable for a range of reasons), Hackney looked hard at its ownership, re-purposing where possible, to suit the local requirements at the time and in anticipation of the future. That has produced lasting social and economic local benefits over the years and in each of those cases it has been demonstrably financially viable and rewarding for the Borough. In the case of school sites, Hackney officers' philosophy will be no different. Working with elected members, we will focus on the local context of each school site, as well as the Boroughwide strategic needs, and continue working hard to ensure our recommendations are as thoroughly informed as possible.

## **5.5. TIMELINE & GOVERNANCE (decision making process)**

The proposed outline of the school organisation timeline can be seen below leading up to a September 2024 effective date:

**Table 7 - Overview of the timeline and key cabinet decision dates**

<b>Date</b>	<b>Event</b>
<b>January-March 2023</b>	The Council talks to school leaders and governors to discuss plans and decide on next steps.
<b>April 2023</b>	Public meetings are held with the school communities.
<b>May 2023</b> <i>Cabinet Decision 1</i>	The Council's Cabinet will make a decision on whether to informally consult on the amalgamation and closure options proposed in this paper.
<b>June 2023</b>	Informal consultation (subject to Cabinet decision) begins with parents, staff and governors, and those living and working in the area.
<b>September-October 2023</b> <i>Cabinet Decision 2</i>	Results of the informal consultation are considered by the Cabinet who will decide whether to progress to formal consultation. Formal consultation involves the Council publishing a statutory notice of their intention to amalgamate /close the schools. There will be a 28-day 'objection period' for those who object to the proposal to send their objections to the Council.
<b>December 2023</b> <i>Cabinet Decision 3</i>	The outcome of the statutory notice period and any objections are considered by the Cabinet, who makes the final decision to proceed or not with amalgamation and/or closures.
<b>January-August 2024</b>	School amalgamation and closure arrangements are made (subject to Cabinet's decision in December 2023). school officially closes. Community engagement begins to explore future use of the schools.
<b>September 2024</b>	New amalgamated school opens / Children begin at the new school.

*Approximate dates subject to change depending on the progress.*

## **5.6. EQUALITY IMPACT ASSESSMENT**

Decisions about any school organisation changes should promote equality of opportunity to access a good or better local school.

In terms of the protected characteristics, all proposals arising from the Education Estates & Sufficiency Strategy will be subject to equality impact assessments, specifically, age, disability, race, belief and religion. The Council has undertaken an equality impact assessment in relation to decisions proposed in this report. The aim of this exercise is to ensure that any decisions made impact in a fair way, are based on evidence and that decision-making is transparent. See appendix L for Equalities Impact Assessment (EIA) in detail.

## **5.7. SUSTAINABILITY AND CLIMATE CHANGE**

The proposals in this report will lead to a more efficient use of school buildings. Running a higher number of school sites with fewer pupils is inefficient in terms of energy usage, as the buildings still need to be heated and lit. Reducing the number of buildings with surplus places will mean that the retained buildings will start working to their designed capacity in terms of number of occupants, both pupils and staff, leading to more efficient energy use instead of running a higher number of schools with fewer pupils.

## **5.8. CONSULTATIONS**

For the Education Sufficiency and Estate Strategy paper, stakeholder engagement has been instrumental in shaping the ESE Strategy and assisting officers with developing the overarching aims of the strategy paper.

Pre-engagement meetings have been held with headteachers, chairs of governors, and relevant stakeholders to seek initial thoughts on proposals. Further in-depth engagement meetings were later held with school communities to provide detailed background information and a chance for Q&A.

In addition, Hackney Education's Senior Leadership Team and wider Council officers have been engaged throughout the development of the proposals to ensure broad agreement and understanding of the proposals. Engagement with members including the Mayor has taken place throughout development, with a key working group chaired by Cllr Anntoinette Bramble, Deputy Mayor and Cabinet Member for Children's Services and Education. Individual ward Councillors were briefed and all Councillors invited to briefing sessions.

This report asks to progress to the informal consultation stage, where views will be formally sought on the proposals. Following this, and if it is agreed by

Cabinet, then there would be a move to statutory consultation. The law requires a statutory consultation where school organisation changes fall into what is known as a prescribed alteration. The consultation process allows stakeholders, residents and the general public to comment on the Council's proposals, both during the initial consultation and notice period. Responses received during these periods will be carefully reviewed and where appropriate, proposals may be further reviewed following comments.

## **5.9. RISK ASSESSMENT**

Risks associated with the surplus of mainstream school places are reflected in the HE's strategic risk register and project specific register. The implementation of this strategy is key in mitigation of these risks as outlined below.

Key risks and mitigations at this stage:

- NO action taken risk highlighted in options section.
- Decision making timeliness - delays on decision making and programme would further leave a downwards trend impacting schools and push any proposed changes to Sept 2025.
- It is noted that once families find out about the proposed amalgamation /closures they may wish to move their child to a different school, i.e. one closer to their home, sooner than a decision is made.
- Ratio of SEN versus mainstream becoming further imbalanced . As rolls continue to fall but EHCP increases, there will be a further imbalance in small schools. New SEND provision as part of the ESES priority 1 is being created, [further information can be found on the Local Offer.](#)
- Parent/ carer voice is stronger in some schools than in others, but this doesn't necessarily directly reflect the strength of feeling. Consideration should be given to schools that find it harder to engage parents and carers and barriers that some parents and carers might face in being able to actively engage.
- Risk that in the future pupil numbers increase and more Hackney places are needed - this is mitigated by the size of the rest of the school estate and the physical capacity in schools, to allow for possible additional places by increasing PAN, should they be required in future years appendix M.

## **6. COMMENTS OF THE GROUP DIRECTOR OF FINANCE AND CORPORATE RESOURCES**

- 6.1.** This report seeks agreement to commence informal consultation on the closure or amalgamation impacting six community primary schools in the borough. As outlined in section 6 of this report the potential

closure/amalgamations will incur costs such as redundancies, site security and maintenance as well as other incidental costs which will need to be quantified. There is also the write off of any schools deficit balances which will need to be considered. It is estimated that the overall costs of closure will be in the region of £3.5m, of which the significant proportion will be redundancy costs. These have been calculated on the age and length of service of different staff groups and based on a number of assumptions, and there are risks that the final costs could be higher than estimated.

- 6.2.** The Dedicated Schools Grant (DSG) Schools Block, which is awarded to fund education provision, is primarily calculated using pupil numbers and pupil characteristics. Schools are funded on a formula basis and the number of pupils attending the school drives the level of funding received by a school. As such, schools with unfilled places are under increased financial challenge and struggle with financial sustainability. Reducing the number of school places in a planned way would support schools to manage within their funding allocations. At a borough level, there is expected to be a minimal impact on the amount of the grant received as a direct result of the closures or amalgamation of the schools within this report. With a similar amount of income spread over a smaller number of schools, there may be a positive impact on the financial position of individual primary schools.
- 6.3.** The potential future costs, should a decision be made to advance the proposals in this report, are currently estimated to be circa £2.5m of one-off costs and £1m of estimated ongoing costs linked to site security and maintenance, until alternative use options are developed. These costs would fall on the Council's General Fund and would represent additional financial pressures for the Council, and would need to be factored into the Council's Medium Term Financial Plan (MTFP) should a decision be made to proceed with the closures/amalgamation options contained in this report.

## **7. VAT IMPLICATIONS ON LAND AND PROPERTY TRANSACTIONS**

No land or property transactions are being recommended at this stage. VAT implications will be considered if changes to the site uses in the future are proposed.

## **8. COMMENTS OF THE DIRECTOR OF LEGAL, DEMOCRATIC & ELECTORAL SERVICES**

- 8.1** This report recommends that Cabinet agrees to proceed with informal consultation regarding the amalgamation of some of the borough's maintained schools and the closure of two others.
- 8.2** The Council has various planning duties to ensure sufficiency of school places, notably, under section 14 Education Act 1996 (EA 1996) to ensure the



provision of “sufficient schools” for the provision of primary and secondary education in their area and. Section 27 Children and Families Act 2014 (CFA 2014), to keep under review educational provision, training provision and social care provision made both in and outside of their area for children and young people with SEN or a disability and for whom they are responsible.

### **8.3** Making changes to our school estate involves other legal duties:

8.3.1 Section 1(1) Local Government Act 1999 imposes a duty on the Council to “make arrangements to secure continuous improvement in the way in which its functions are exercised, having regard to a combination of economy, efficiency and effectiveness”. The Council has fiduciary duties towards residents.

8.3.2 Section 149(1) Equality Act 2010 (EqA 2010) imposes the Public Sector Equality Duty on the Council. This duty should be considered at all levels of decision making. The PSED requires public authorities to have "due regard" to:

- The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the EqA 2010.
- The need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. This involves having due regard to the need to remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic; take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low. Compliance with the PSED may involve treating some people more favourably than others, but this does not mean that conduct that would otherwise be prohibited by or under the EqA 2010 is permitted.
- The need to foster good relations between persons who share a relevant protected characteristic and those who do not share it. This includes having due regard to the need to tackle prejudice and to promote understanding.

**8.4** Additionally, in taking decisions the Council must act lawfully, including acting within its powers, following its own procedures as well as those required by law. Decisions relating to the closure of schools (including amalgamations) are an executive function and in accordance with the Elected Mayor’s Scheme of Delegation, the power to make such decisions is reserved to the Elected Mayor and Cabinet.

- 8.5** The Council must ensure that all required consultations are properly undertaken in accordance with relevant law and guidance. Guidance referred to in the previous paragraph includes details of consultation required when making changes to maintained schools and proposing to close them. The guidance relates to regulations governing these procedures, The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013.
- 8.6** The Council must make rational, evidence based decisions, for a proper purpose, that are proportionate decisions which are properly reasoned and take into account all relevant considerations. Decisions must be compliant with the European Convention on Human Rights.
- 8.7** The Council must seek detailed legal advice where required, for example in meeting the requirements of the PSED, in school reorganisation, when commissioning and on employment, procurement and contract issues.

## **APPENDICES**

Appendix A - Primary and secondary schools by type  
Appendix B - Published Admission Number (PAN) reductions  
Appendix C - Education Sufficiency and Estate Strategy  
Appendix D - Community feedback by school and theme  
Appendix E - Raw submitted feedback and questions  
Appendix F - De Beauvoir in person engagement event Q&A  
Appendix G - Princess May engagement event Q&A  
Appendix H - Colvestone in person engagement event Q&A  
Appendix I - Baden Powell in person engagement event Q&A  
Appendix J - Nightingale in person engagement event Q&A  
Appendix K - Randal Cremer in person engagement event Q&A  
Appendix L - Equalities Impact Assessment  
Appendix M - Potential future PAN Capacity  
Appendix N - Letter to SoS DfE

## **EXEMPT APPENDICES**

**By Virtue of Paragraph 3 as listed Part 1 of schedule 12A of the Local Government Act 1972 insert Appendix O and P in this report are exempt because they contain information which is likely to reveal the identity of individual(s). It is considered that the public interest in maintaining the exemption outweighs the public interest in disclosing the information.**

**Documents for Cabinet review and consideration which have been submitted via email but contain individual names:**

Exempt Appendix O - Save Colvestone Primary School  
Exempt Appendix P - Why should we keep Randal Cremer Primary School open?

## **BACKGROUND PAPERS**

**In accordance with The Local Authorities (Executive Arrangements) (Meetings and Access to Information) England Regulations 2012 publication of Background Papers used in the preparation of are as follows:**

[London Councils - Managing Surplus School places in London \(2023\)](https://www.londoncouncils.gov.uk/our-key-themes/children-and-young-people/education-and-school-places/managing-surplus-school-places)

<https://www.londoncouncils.gov.uk/our-key-themes/children-and-young-people/education-and-school-places/managing-surplus-school-places>

[Public Version - Census 2021 Briefing 5: Ethnic Group, National Identity, Language and Religion](https://docs.google.com/document/d/1wzarOaz1ac1qGtNxTpx82C2dceEQuzxJAUF0NV--o/edit#)

<https://docs.google.com/document/d/1wzarOaz1ac1qGtNxTpx82C2dceEQuzxJAUF0NV--o/edit#>

[Hackney Air Quality Annual Status report](https://hackney.gov.uk/air-quality-reports#report)

<https://hackney.gov.uk/air-quality-reports#report>

<b>Report Author</b>	Paul Senior - Interim Director of Education and Inclusion Tel: 020 8820 7390 paul.senior@hackney.gov.uk
<b>Comments for the Group Director of Finance and Corporate Resources</b>	Sajeed Patni - Head of Finance (Children & Education) Tel : 0208 356 4223 sajeed.patni@hackney.gov.uk
<b>Comments for the Director of Legal, Democratic and Electoral Services</b>	Lucinda Bell - Education Lawyer Tel : 0208 356 4527 lucinda.bell@hackney.gov.uk