

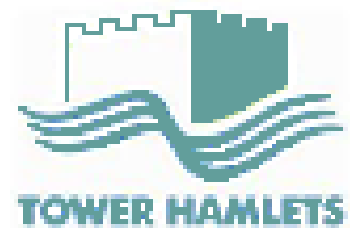
# APPENDIX 9

## CABINET REPORT ON THE DETERMINATION OF SCHOOL ADMISSION ARRANGEMENTS FOR 2015/16 TOWER HAMLETS COUNCIL EQUALITY IMPACT ASSESSMENT



Pupil Admission and  
Exclusions Team

January 2013



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## Equality Analysis (EA)

### Section 1 – General Information (Aims and Objectives)

Name of the proposal including aims, objectives and purpose:

#### **School Admissions in Tower Hamlets**

Admissions to schools are a function that operates within a policy framework. There are arrangements and policies for the admission of pupils to nursery, primary and secondary mainstream schools. By law all schools must have admission policies that are published and made available to parents. In Tower Hamlets, the Council is the admission authority for community schools and the governing bodies are the admission authorities for own admission authority schools i.e. Voluntary Aided, Trust, Academy and Free Schools.

Applications made outside of the September entry point, are referred to in this report as ‘in-year’ admissions. These are coordinated centrally on a half termly basis and follow the respective primary or secondary admissions arrangements. Applications from pupils whom are ‘out of school’ are processed outside of the above timetable and are allocated a place within ten days.

Admission authorities must consult on the admission arrangements in accordance with a statutory timetable, publish information for parents including the procedure and timetable; the oversubscription criteria; the number of places available at each school and the number of applications refused; arrangements for informing parents of the outcome of their applications; and details of how to access further information. The local authority must also consult upon and implement co-ordinated schemes for admissions to the reception year group and secondary transfer.

Primary co-ordinated admissions to the reception year group have operated since the 2006/7 academic year. This is a statutory scheme with the aim of notifying every parent applying to a Tower Hamlets primary school on the same day of a single offer, if possible, at the school ranked highest that is able to offer a place. The decisions are taken by governors in respect of own admission authority schools and community schools apply the Council's over-subscription criteria. Co-ordinated admissions allow the Local Authority (LA) to monitor the decision-making in respect of community schools.

Applications for secondary transfer are dealt with and determined by the LA except for those to the Bishop Challoner Collegiate schools, Raine's Foundation, Sir John Cass, Wapping High and London Enterprise Academy. There are co-ordinated admission arrangements for secondary schools; with the LA working closely with own admission authority schools.

All schools must by law have oversubscription (admission) criteria, which are used to determine the offer of places if a school receives more applications than there are places available. The criteria must be compatible with equal opportunities legislation, have regard to the Authority's responsibility to promote racial equality and as far as possible be inclusive of all the elements of the school's local community. There is also a requirement for the criteria to be clear, fair and objective. For the secondary schools that use the LA's admission policy, banding is used to try to achieve a balance of ability in the intake.

The relevant legislation for the admissions criteria is the School Admissions Code (‘the Code’) issued under the School Standards and Framework Act 1998 (‘SSFA 1998’), the Equality Act 2010 and the Human Rights Act 2008.

Admission authorities have a duty to comply with parental preference whenever that is practicable. The effect is that no influence can be brought to bear on the admissions to under-subscribed schools, as all the applications will be successful. This can result in schools where there is little diversity of intake in terms of ethnicity and significant gender imbalance. A relevant factor in Tower Hamlets in this respect is that single sex education is more popular for girls than for boys.

The voluntary schools have their own admission policies. Generally speaking, they give priority on a denominational basis, although many C of E schools have "open" places for children from other world faiths. Where priority for admission is on denominational grounds and the school is oversubscribed, the admission of pupils from other world faiths may be limited. Whilst the pupil profile in these schools is diverse, in some of the VA schools Bangladeshi children are very significantly underrepresented. In many cases, these schools receive few applications from Bangladeshi parents.

There are also schools with very few non-Bangladeshi pupils. The principle that underpins the Council's admission policy is proximity to school and the location of some schools combined with the local demography can sometimes result in a monocultural intake.

The policies being considered under this Equality Analysis set out the processes and criteria for admitting children to Community schools and how Tower Hamlets Council will coordinate admission applications and outcomes within the Pan London area. In accordance with the School Admissions Code, these policies include processes and criteria that are fair, objective and transparent.

The following policies are contained within the remit of this Equality Analysis.

- Nursery admissions arrangements
- Primary School Admissions arrangements
- Secondary School Admissions arrangements
- In-Year Admissions arrangements

### **Who is expected to benefit from the proposal?**

The Council seeks to use objective admission criteria which maximise equal opportunities and access to education, to create community schools with a balanced intake in terms of ability, gender, ethnicity and socio-economic factors. The purpose of the policy is to ensure equitable access to school for all pupils and to ensure that the duty to provide education to pupils of statutory school age is fulfilled.

The following groups are expected to benefit.

**Parents** – Parents should get an understanding of how to apply for a school place and how school places are allocated.

**Children** – All children receive a place in school at the earliest opportunity, to one of their local schools.

**Schools** - Schools will have a clear policy within which to exercise their responsibilities for admissions.

**Local Authority** - A clear policy against which to make decisions, co-ordinate offers of places and monitor pupil admissions.

**Service area:**

Learning and Achievement

**Team name:**

Pupil Admissions

**Service manager:**

Terry Bryan

**Name and role of the officer completing the EA:**

Terry Bryan, Head of Pupil Admissions and Exclusions

## Section 2 – Evidence (Consideration of Data and Information)

What initial evidence do we have which may help us think about the impacts or likely impacts on service users or staff?

Data and information has been used from the following;

- 2011 National Census
- School Census collections (various years)
- Analysis of admissions outcomes (various years)
- Central Pupil Database
- Consultation outcomes (various)
- Transport administration system
- London Development Database
- Equality Impact Assessment Bow School (2013)
- Mode of travel survey (2011)

The residential profile of the Borough is set out in Appendix A. Data from the 2011 national census shows Tower Hamlets is a diverse borough from many different ethnic backgrounds. However it is clear two groups are prominent as shown in Table 2.1. 32.8% are of white origin and 32% are of Bangladeshi origin. The remaining 35.2% are made up of all other groups.

The school population profile using the 2013 spring census, the most recent collection to carry ethnicity data is set out in Appendix A. There are 36,516 numbers of pupils in school, 14.5% of which are from a white background and 63.2% from a Bangladeshi background. In total, there are 18315 males and 18201 females from the school population. 49% of pupils receive free school meals.

### Key Findings

#### Nursery arrangements

The recent consultation (Appendix B) showed that over 50% of the respondents agreed with the nursery admissions arrangements following that of the primary school admissions arrangements. This includes implementing the same catchment areas and 'nearest school' tie-break criterion as the admissions arrangements for primary schools.

At present nursery applications are processed by individual schools. At the point of leaving nursery, pupils do not have automatic priority for the reception year of any connected school. They must enter the applications process at the same point as those pupils that do not attend nursery.

#### Primary Arrangements

Before the introduction of catchment areas, pupils applied to schools in Tower Hamlets with priority given to pupils living closest to the school by shortest walking distance. The introduction of catchment areas gives priority to those pupils living in the catchment area of the school over those living outside. At present there is only one year's data to show the impact of catchment areas. However, other associated indicators such as the reduction in the number of allocated pupils by 50%, whilst the 1<sup>st</sup> – 3<sup>rd</sup> preference success rate remained comparable to the previous year, indicating a shift in the pattern of applications.

## **Mobility**

Safer walking journeys are promoted by avoiding main roads due to the design of the catchment areas. Appendix C shows a map of the catchment areas alongside the major roads in the borough. The catchment areas are designed to enable minimal journey times where parents and children would avoid crossing major roads.

## **Parental Choice**

Catchment areas by their nature create boundaries and due to the geography of the borough, and location of the schools, no two areas can claim to be equal in offering parental choice. Although the catchment areas are designed to accommodate the projected pupil population it is recognised that they could limit choice, especially in areas where there are fewer community schools. This is why the Council is proposing changes to two existing catchment areas, aimed at giving parents in these areas a wider choice of schools over a larger area. This also ensures that families, who are not offered a place at their preferred school(s), also have opportunity to access to an alternative that is within reasonable walking distance to their home

The first two maps in Appendix D show the pattern of applications before the catchment area system was implemented, as well as the pattern of applications a year after its implementation. The shift in the pattern of applications and encouraging parental choice to reflect the catchment area they provides families with an available alternative, in either their own or neighbouring catchment area, if they do not get their preferred school. This will have a positive impact on parents and children as their journey to school is likely to be a shorter one. The remaining two maps show the pattern of applications for a sample of two schools - before and after the catchment area system was implemented. In general, the maps show that a greater number of children were able to access a local school place than under the previous admissions arrangement. This trend is replicated in other primary schools across the borough.

## **Secondary arrangements**

The recent addition of two secondary free schools has contributed to what is a now a somewhat uneven distribution of secondary school capacities, leading to concern about potential access issues for residents in the east and south of the borough, the areas with the fewest number of secondary school places. This is particularly relevant for residents in Bow who wish to send their daughter to a local school.

Based on the 2013 applications data, girls in Bow travelled furthest, with an average distance of more than 1.5km, to access a preferred secondary school. On average, a girl living in Bow would travel more than a girl living in 12 of the remaining 15 borough wards. Only girls living in Blackwall and Cubitt Town, Limehouse and Millwall have to travel further.

The expansion and change of Bow from a boys' school to a mixed school will increase secondary provision for girls in Bow and reduce inequality of choice for parents of girls.

The expansion of Bow school would also address the disproportionate impact on the local community in Bow, in particular those from a BAME background. Across Tower Hamlets, 85% of BAME pupils were able to get their first choice of school, which equates to 2058 pupils out of 2433. However, in the Bow area, only 65% of BAME pupils managed to secure their first choice of school.

Further analysis will need to be undertaken following the 2014/15 secondary schools admissions exercise. To consider whether or not the relocation of Bow School is likely to have an adverse impact on the residents of Bow North in the longer term. There is some concern from residents in Bow North that the rising pupil population could limit opportunities for their children to access a nearby secondary school as the pupil population increases.

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### **Information Gap**

**The following Data was not available at the time of completing this analysis:**

- RSL data – Registered Social Landlords
  - This data from the Development & Renewal directorate would allow us to identify which properties are social housing, and would have allowed us to analyse what proportion of pupils reside in social housing.
- Although we were able to get a summary level breakdown of ethnicity in the current housing waiting list, this was not broken down by wards, which would have allowed further analysis as to which areas are likely to see pressures in school places
- Data unavailable on sexual orientation of pupils
- Data unavailable on pupils religious background
- Data unavailable on gender reassignment
- Data unavailable on civil partnership in relation to pupils parents/guardians
- Data unavailable on pregnancy and maternity for active pupils
- An up-to-date dataset containing all schools which offer a breakfast and/or after school clubs.



### Section 3 – Assessing the Impacts on the Nine Groups with Protected Characteristics?

#### Parents/Residents

The profile of Tower Hamlets residents can be found in Appendix A, Table 2.1 which is taken from the 2011 National Census.

Based on the 2011 Census data, there are a total of 254,096 people living in Tower Hamlets (aged 0 to 85 and over). The largest ethnic group is 'White' accounting for 32.8% (83,269 people). Residents with a Bangladeshi origin account for 32% of the population (81,377). 12.4% (31,550) are from the 'Other White' ethnic groups, which would include people from eastern Europe. The 'Black/African/Caribbean' ethnic group make up 7.3% (18,629) of the population.

A complete analysis is included in Appendix A, Table 3.1.  
(data from 2011 National Census)

#### Pupils

The 2011 National Census offers an insight into the profile of pupils that are due to enter the education system over the next few years. Analysis of the 0 to 4 age bracket shows there are a total of 18,750 people in the borough at that age group. This equates to 7.38% of the total population of Tower Hamlets.

49.5% (9,280 people) of 0 to 4 year olds are from the 'Bangladeshi' ethnic group, followed by 16.8% (3,153 people) from the 'White' ethnic group. Mixed/multiple ethnic groups and Black/African/Caribbean/ Black British ethnic groups make up for 9.9% (1,851 people) and 9.7% (1,823 people), respectively. A complete analysis is included in Appendix A, Table 3.2.  
(data from 2011 National Census)

A more detailed profile of the school age population is provided by the most recent pupil census that collects ethnicity data which was in Spring 2013, and can be found in Appendix A, Table 3.4.

#### Gender

If the school age pupil population (Nursery to Year 11) is taken as a whole, the gender split is evenly balanced with 49.84% female and 50.16% male students. This information is available in Appendix A, Table 3.5 and Chart 3.1.

#### Other Socio economic factors

Approximately 49% of pupils receive 'Free School Meals'.

#### Primary Schools

Catchment Area	Academy	Free	Community	Voluntary Aided	Grand Total
Area 1	1		10	3	14
Area 2	1	1	3		5
Area 3			6	2	8
Area 4	1		6	1	8
Area 5		2	4	2	8
Area 6			6	4	10
Area 7			11	5	16
<b>Grand Total</b>	<b>3</b>	<b>3</b>	<b>46</b>	<b>17</b>	<b>6</b>

## Secondary Schools

Gender	Academy	Free	Community/ Trust	Voluntary Aided	Grand Total
Girls and Boys	1	2	6	2	11
Girls			1	2	3
Boys			2	1	3

## Qualitative or Quantitative Data

The following Qualitative data is available:

- The record of discussions held with parents at Chisenhale School. There is extensive feedback gathered through the public consultation meeting held at Chisenhale Primary School. Attendees of the consultation meeting included parents, teachers and governors. Notes are in Appendix C.
- Record of discussions at awareness sessions held as part of 2013/14 consultation (March 2012) - Appendix E.
- Record of Admissions Forum discussions. Minutes are available on website. The forum consist of representatives from Community schools, Free schools and Academies, the Church of England and Roman Catholic Diocesan Boards, Council of Mosques as well as community representation from the voluntary sector and parent groups. The forum agreed with the Catchment area and tie break changes and recognises the benefits and impact of these polices. The forum also gave its collective response to the consultations questions, as well as feedback on particular policy areas. This can be found in Appendix C.

## Quantitative

- Outcomes of 2013 admissions with Catchment area
- Consultation outcomes
- School Census (PLASC)
- Admissions statistics on IMPULSE
- Mode of Travel Survey
- London Development Database
- 2011 National Census

Pupil data held on the central pupil database and the data from the termly census enable analysis against the key equality factors.

## Equalities profile of staff

The Pupil Admissions and Exclusions Team are responsible for delivering the service. Of the 18 staff members, 56% (10 people) are Bangladeshi. 22% (4 people) are Black British, and there are 6% (1 person) each from a White, Pakistani, Vietnamese and Mixed ethnic group. Eleven staff members are female and seven are male. The ages range from early 20's to 50's. This is shown in Appendix A, Table 3.6, Table 3.7 and Chart 3.2.

## Barriers

The service is actively trying to widen its accessibility to its service users by continually reviewing its business practices.

The admission brochures are published in English. They have been produced in other languages in the past. Although this may seem to disadvantage sections of the community, there is a multilingual staff group available to explain and advise when needed.

The service operates from 8.00am to 5.30pm on workdays. Some working parents, who may be members of the target groups, may have difficulty accessing the service. However, most services are available online, such as brochures, guidance leaflets, admissions forms and a generic mailbox: [school.admissions@towerhamlets.gov.uk](mailto:school.admissions@towerhamlets.gov.uk) advertised in all publications.

During the holidays when schools are closed families often move into the area and are unable to organise school places for their children during this period. Information is available from Pupil Admissions but sometimes applications cannot be fully determined until schools re-open. The parents or children may be members of the target groups.

The Parents' Advice Centre (PAC) also acts as a point of contact for parents and liaises with Pupil Admissions for information on vacancies and admissions advice. It is an important source of Choice Advice at secondary transfer and stages advice sessions on the school admission appeals process in conjunction with Pupil Admissions. There are Sylheti and Somali speaking PAC Advice Workers.

Communications in the press are often accompanied by press releases to local community papers, predominantly Bengali language papers. East End Life is used to reach the widest possible audience when printing public notices or advertising consultations or policies.

More and more services are being offered online, whilst this is essential it may be inaccessible for certain groups of the community which are not IT literate or do not have access to such facilities. There is no data available to provide analysis on the impact of this barrier.

## Recent consultation exercises carried out

- Consultation for admissions in 2013/14, undertaken in 2011/12
  - o Consultation lasted for over 12 weeks
  - o LA consulted with schools, governing bodies, children centre's (both staff and parents), local community organisations, churches, mosques, GP surgeries, housing associations, local neighbouring local authorities etc.
  - o Consultation was advertised in local and Bengali newspapers
- Consultation for admissions in 2015/16, undertaken in 2013
  - o Consultation lasted for over 8 weeks
  - o LA consulted with schools, governing bodies, admissions forums etc.
  - o Consultation was advertised in local and Bengali newspapers
- Consultation meeting with Primary school teachers and parents, for admissions in 2015/16, undertaken in 2013, with over 30 attendees

## Key Findings from 2015/16 consultation

- *53% of respondents (8 people) agreed to nursery schools adopting the same admissions arrangements as the primary schools. However, 47% (7 people) were also in disagreement.*
- *80% (12 people) agreed with proposed oversubscription criteria and using the nearest school tie-break criterion for primary school admissions. 20% (3 people) did not agree to the proposed oversubscription criteria and the use of the nearest school tie-break criterion.*
- *14 out of 15 (93%) people agreed to the proposed changes to the catchment areas, of removing Area 3, and expanding the existing areas of Area 2 and Area 4. While 7% (1 person) disagreed.*
- *40% (6 people) agreed to the proposed oversubscription criteria and tie-break criterion for secondary school admissions. However, majority of the respondents, 53% (8 people) did not agree to the oversubscription and tie break criterion. The majority who disagreed were families in the Bow North area concerned about the relocation of Bow Secondary School and its effect on their ability to access a nearby secondary school.*

Although the turnout was relatively low this year, the responses were in line with other admissions consultations undertaken in the recent past.

## Additional factors which may influence disproportionate or adverse impact?

### Management Arrangements

There are no management arrangements which could be deemed to have a disproportionate impact on any of the equality target groups.

### The Process of Service Delivery

The Pupil Admissions service operates from 8.00am to 5.30pm on workdays. The service is used by parents, schools, governors and other agencies. The team is a collection of diverse individuals well placed to represent the beneficiaries of its service.

Pupil Admissions deal with admissions to schools, including primary and secondary schools in Tower Hamlets and publish the primary and secondary admission brochures. Applications for reception class places and admission to secondary school when pupils are 11 must be made through this service. The team is also responsible for the admission appeals for community schools, the home to school travel pass scheme and issuing the licenses (and work permits) to children and chaperones that are required by child employment law. A register is also kept of children who are home educated.

The majority of children in Tower Hamlets schools are from the Bangladeshi community and this group is well represented in the Team. Their expertise and bi-lingual skills are used to ensure parent's queries are answered competently and that they are confident they have a full understanding of the processes. However, the needs of some parents who use the service cannot always be met by such a small staff group. This is of particular concern for minority groups where English is the second language, for example newer communities from Eastern Europe. If necessary, translation services can be used.

In certain circumstances, home visits are carried out where the parent or guardian may be unable to physically attend an appointment. Facilities for disabled people are available at the Team's location in the Town Hall at Mulberry Place.

Colleagues in other service areas, such as, the 'Family Information Service', School Attendance, Parents Advice Centre and Children's Centres are made aware and kept up to date of significant changes in school admissions. These teams may be the first point of contact for many parents. There is regular communication and training for staff in all schools that have an involvement with admissions, including administrative staff, Heads of Year, Headteachers and governors, whose equalities profiles are not available. Most schools have staff that can speak the community languages. Bengali is very widely available.

As well supporting parents, Pupil Admissions provides services to schools. The use of technology initiatives such as SchoolView, allows schools to monitor their admissions, check pupil information as well as view and update their waiting lists in real time. This has enabled Pupil Admission to form strong partnerships with schools. Sharing information and coordinating efforts ultimately ensures parents receive a proficient and consistent service from multiple contact points. It also ensures children out of school are identified and placed in school quickly.

Involvement with other community groups through collectives such as the admissions forum further reinforce community ties and help to disseminate information about admissions to the wider community.

Awareness sessions for school based staff on the catchment areas and the tie break criterion has strengthened working relationships with key stakeholders ensuring parents receive an informed and consistent message regardless of whom may be their first contact.

Target Groups	Impact	Reason(s)
Race	Positive (Parents and pupils)	<p>The school admissions policies do not discriminate against or show bias towards any particular race. The admissions policies for community schools ensure that all race groups are treated equally, and decisions made accordingly.</p> <p>Analysis of reception applications between 2011 and 2013 show that 85.7% of pupils (12011 pupils) who applied for a school were from a BME group. The remaining 14.3% (2007) were from a White ethnic group. This information was gathered from the Central Pupil Database, and is shown in Table 3.8.</p> <p>Based on the 2013 Spring School census data, concentrating on the four largest ethnic groups, the table 3.9 and the chart 3.3 shows the intake throughout the year groups have remained consistent for each. There are no large fluctuations between the years to suggest that any one group has benefited disproportionately. Table 3.10 shows a breakdown of the different ethnicities per school.</p> <p><b>Reducing inequalities</b></p> <p>Across Tower Hamlets, 85% of BAME pupils were able secure their first choice of school, which equates to 2058 pupils out of 2433. However, in the Bow area, only 65% of BAME pupils managed to secure their first choice of school. A further breakdown of this by individual ward shows that 84 BAME pupils out of 125 (67%) in Bow East and 67 BAME pupils out of 106 (63%) secured their first choice of secondary school. This can be found in Table 2.3.</p> <p>The expansion and change of characteristic for the new Bow school should address the travelling issues faced by residents in most of the Bow area, but further analysis will need to be undertaken to determine whether the school’s relocation will have an adverse effect on the residents of Bow North.</p> <p><b>Ensuring strong community cohesion</b></p> <p>Data from the Spring 2013 census highlights the fact that there are 14 schools where more than 85% of the pupils are from one ethnic group. These schools are largely mono-cultural with very few non-Bangladeshi pupils. The principle that had underpinned the Council's admission policy was proximity to school and the location of some schools combined with the local demography results in a mono-cultural intake. Whilst it is natural for the largest group to be represented in the school population, the ‘nearest school’ tie break alongside school catchment areas may restore some balance and more accurately reflect the local community.</p>

Target Groups	Impact	Reason(s)
Disability	Positive	The school admission arrangements are designed to accommodate the needs of all applicants. The policy seeks to enable pupils and parents with disabilities to receive additional priority to attend a particular school under its ‘medical or social’ criterion, which is the second priority group. A judgement is made on each case based on the evidence provided and its merits.
Gender	Positive	<p><b>Nursery and Primary Schools</b> Gender is not a criterion used for ranking in the policies, therefore all pupils will have to be admitted regardless of Gender.</p> <p><b>Secondary schools</b> The Bow school increases choice for parents of female students in the local area, however Bow has been a boys’ school, one of only three in the borough. The change of school characteristic will reduce the choice for parents wishing to send their sons to single sex boys’ school.</p> <p><b>Reducing inequalities</b> The increase in options for girls in the Bow area will help to reduce inequality of choice for girls in that area.</p> <p>Based on 2013 applications data, girls in Bow travel furthest, with an average distance of more than 1.5km, to access a preferred secondary school. On average, a girl living in Bow would travel more than a girl living in 12 of the remaining 15 wards. Only female pupils living in Blackwall and Cubitt Town, Limehouse and Millwall have to travel further. Furthermore, a girl living in Bow East would travel almost twice the distance to their first choice school compared to a girl living in another area of Tower Hamlets. This is shown in Table 3.11.</p>
Gender Reassignment	Neutral	The school admission arrangements have no gender reassignment criterion. Pupils are admitted regardless of their sexual orientation. However, there is no available evidence to assess the impact of the school admissions policy on groups based on gender reassignment.
Sexual Orientation	Neutral	The school admission arrangements have no sexual orientation criterion. Pupils are admitted regardless of their sexual orientation. However, there is no available evidence to assess the impact of the school admissions policy on groups based on sexual orientation

Target Groups	Impact	Reason(s)
Religion or Belief	Neutral	Community school admission arrangements have no ‘Religion or Belief’ criterion. Pupils are therefore admitted regardless of their religion or belief. There are however voluntary Aided schools that give priority to their religious denomination and are permitted to do so in legislation.
Age	Positive	<p>Pupils of school age are admitted to their respective year group either through the first point of entry to the coordinated admissions round or ‘in-year’ admission.</p> <p><b>Reducing inequalities</b>            Nursery Admissions – The proposal to bring the nursery admissions policy in line with the policy for primary admissions provides for a coherent and consistent approach. It also seeks to enable children to have continuity within the same school setting by minimising the disruption to a child's education by having to change schools between nursery and reception.</p> <p>The introduction of catchment areas for all entry points into school may give clarity and stability to parents, especially those with multiple children. Although sibling priority is offered this is no guarantee of a school place. The addition of the catchment area criteria could further strengthen the ability for local pupils to secure local school places all the way through the education system.</p>
Marriage and Civil Partnerships.	Neutral	The school admission arrangements have no ‘Marriage and Civil Partnership’ criterion. Pupils are admitted regardless of the status of their parents/guardians. However, there is no available evidence to assess the impact of the school admissions policy based on marriage or civil partnership status.
Pregnancy and Maternity	Neutral	The school admission arrangements have no ‘pregnancy’ criterion, but such cases are considered as priority under the medical/social need criteria.
Other Socio-economic Carers	Positive	<p><b>Medical or Social needs</b>            The second priority group in the admissions arrangements gives priority to pupils who apply to a specific school under medical or social grounds. Each case is assessed on its merit.</p>



Target Groups	Impact	Reason(s)
		<p><b>Allocations</b>            Where a pupil has failed to secure their preferred choice of school, either through a low number of preferences or through oversubscription in all of their six preferences, they are allocated the nearest school with a vacancy. In previous years when there were no catchment areas, the pattern of applications was very concentrated for the central schools in the borough whilst the residents on the borders constantly found themselves at the bottom of the waiting lists. Pupils were allocated schools that were more than two miles away and therefore would be eligible to apply for travel assistance. With the introduction of catchment areas the pattern of application is more localised therefore any pupils who fail to secure their preferred school would likely be offered an alternative option nearby.</p> <p>In 2011 there were 272 allocations, This decreased to 182 (33%) in 2012, however the introduction of catchment areas has seen allocations reduce significantly in 2013 from 182 to 90 (50%). This is shown in Table 3.12.</p> <p><b>Mobility</b>            Based on the Mode of Travel survey, which is shown in Appendix A, where each catchment area is broken down by each table from Tables 3.13 to 3.19. The data for Catchment Area 1 (Table 3.13) shows that majority of pupils – 82.09% (3529 out of 4299 pupils) attending a school in Catchment Area 1 walk to school. Of the 3529 pupils, 79.68% (3812) have a walk to school that is less than 500m.</p> <p>Table 3.14 shows that Catchment Area 2 has a total of 1553 pupils out of 1894 (82%) walk to school, 75.40% of which travel less than 500m. Table 3.15 for Catchment Area 3 has 87.68% (1943 out of 2216) pupils walking to school. 85.64% (1664 out of 1943) had a walking distance less than 500m.</p> <p>In Catchment Area 4 (Table 3.16), 77.58% (2263 out of 2917) walked to school, with 76.84% (1739 pupils) walking less than 500m. Catchment Area 5 (Table 3.17) had 73.10% (1049 out of 1435) pupils walking to school, with 71.78% (753 pupils) walking less than 500m.</p> <p>Table 3.18, in Catchment Area 6, 78% of pupils walked to school, with 80.50% (1259) walking less than 500m.</p> <p>Finally, in Catchment Area 7 (Table 3.19), 85.03% of pupils (2403 out of 2826) walked to school, with 79.28% (1905) walking less than 500m.</p>

Target Groups	Impact	Reason(s)
		<p>The general trend from the above analysis shows that majority of pupils live close enough to their school to be able to walk there. The implementation of the catchment area system and the Nearest School tie-break will allow more pupils to attend a school within walking distance, as well as reduce the overall distance they would have to travel to get to a school within the catchment area they live in.</p> <p><b>Travel Assistance</b> Those receiving travel assistance have reduced since the introduction of catchment areas. 137 in 2012 reducing to 98 in 2013. This is shown in Table 3.20 in Appendix A.</p> <p><b>Social housing &amp; new developments</b> With the majority all new developments in Tower Hamlets having units available for social housing, there will be a greater demand for school places from vulnerable groups.</p> <p>The housing demand shows that of the 20,766 people of the housing waiting list, 55.8% (11,592 people) are of an Asian ethnicity, followed by 23.4% (4,851 people) from a White ethnic group, and 12.1% (2,509 people) from a Black ethnic group.</p> <p>Some new developments are on the outskirts of the borough whilst the majority are located in areas which would increase the pressure on residents living in the black spots with no nearby school; without the use of the nearest school tie break these families will find themselves at the bottom of the waiting list for all schools due to their proximity.</p> <p>With the use of the nearest school tie break they will have a fairer chance of securing a place at their nearest school. Appendix F shows the location of planned and completed developments. The shaded areas indicate areas where pupils would be near the bottom of their local schools waiting lists, if the tie break criterion was solely based on proximity to school. The profile of residents on the social housing register and the increased pressure on school places as a result of the new developments indicate there would have been an adverse impact on BAME groups had the catchment areas and nearest school tie break not been implemented.</p>

## Section 4 – Mitigating Impacts and Alternative Options

From the analysis and interpretation of evidence in section 2 and 3 - Is there any evidence of or view that suggests that different equality or other protected groups (inc' staff) could have a disproportionately high/low take up of the new proposal?

Yes? No? No

If yes, please detail below how evidence influenced and formed the proposal? For example, why parts of the proposal were added/removed?

*(Please note – a key part of the EA process is to show that we have made reasonable and informed attempts to mitigate any negative impacts. AN EA is a service improvement tool and as such you may wish to consider a number of alternative options or mitigation in terms of the proposal.)*

N/A

## Section 5 – Quality Assurance and Monitoring

Have monitoring systems been put in place to check the implementation of the proposal and recommendations?

Yes? Yes No?

How will the monitoring systems further assess the impact on the equality target groups?

The policy is monitored in a number of ways. Parental preference success rates and admission appeal figures are reported annually to the DfE and are compared with those for other London LAs. The policy is reviewed annually and monitoring reports are used to inform the review, to identify trends, issues and proposals for change.

The Admission Forum monitors the fairness and effectiveness of admission arrangements as well as the Local Authority Fair Access Protocol, which sets the standard for 'in-year' admissions in Tower Hamlets as well as protects the rights and opportunities for the most vulnerable children and families.

The admission policies of the voluntary schools are also subject to consultation and comment from the LA under advice from the Admission Forum. The Office of the Schools Adjudicator collects information from the LA to report to the Secretary of State on the extent to which the admission arrangements are compliant with the mandatory requirements of the School Admissions Code 2012 and other statutory requirements contained in Part 3 of the Schools Standards and Framework Act 1998. The LA is obliged to provide a copy of the admission arrangements for this external scrutiny and for all the admission authorities in Tower Hamlets.

**Monitoring**

The Equal Chance Analysis Report will be used to monitor the impact on the equality target groups from the outcomes of the coordinated admission process.

Report analysis	Indicator
Pupil Preference success rate	Pupils secure preferred school
Distance travelled to school	Pupils securing local school place
Nearest school success rate	Pupils securing local school place
Distance to allocated school	Pupils securing alternative local place
Criteria success rate	Pupils receiving the correct priority
Pupils receiving travel assistance	Admissions pattern by catchment area
Profile of applicants	Impact on race/gender in proportion to population profile
Distance to and catchment area of preferred school	Change in admissions pattern
Distance to and catchment area of preferred school by race	Disproportionate impact on particular ethnic group

Additional FSM analysis to determine if this group is disproportionately affected by the direct and indirect outcomes of the coordinated admission process.

**Quality Assurance**

- Due diligence is carried out on application forms by the Pupil Admissions team
- Validation checks are carried out during the application process to ensure applications contain the required data such as application address
- System checks are carried out to ensure iteration process and ranking has been implemented according to the admissions arrangements

**Report to the Admissions Forum**

It will allow the Local Authority to monitor the impact of the policy and any changes that may occur on a year on year basis. As a result it will assist the Local Authority in steering its outlined action plan in having a positive impact on all target groups.

Does the policy/function comply with equalities legislation?  
 (Please consider the [OTH objectives](#) and [Public Sector Equality Duty](#) criteria)

Yes? Yes                      No?

If there are gaps in information or areas for further improvement, please list them below:

How will the results of this Equality Analysis feed into the performance planning process?

The equality analysis exercise has highlighted the need to extend the remit of data collections to effectively monitor the equality target groups.

There is an annual review process subject to a statutory timetable. The process will commence earlier so that the involvement of the parents' panel can be assured and a greater effort made to engage the community.

Consideration will be given to structure future consultation questions to capture the likely impact on the equality groups.

A user survey will be conducted with parents, schools and other key stakeholders.

**Section 6 - Action Plan**

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
Greater collaboration with services working with parental groups during the LA's annual admission consultation.	Bring forward the start date of the annual admission consultation to October.  Public sessions held throughout the Borough for discussion and Q and A.	Annual consultation scheduled to take place between in October – December 2014.  Public sessions to take place between October – December 2014.	Terry Bryan	
Provide clear guidance for parents on Nursery admissions.	Publish leaflet as hard copy in English with Bengali and Somali translations available on the web-site.	To be completed by September 2014.	Terry Bryan	
Engage with the Parents Advice Centre and Admissions Forum to review service information and its delivery with user groups.	Conduct user survey with parents, schools and other key stakeholders	To be completed by Sept 2014 with results published by October 2014.	Terry Bryan	
Expand data collection at point of application	Consider including data items on common application form that will enable impact assessment on wider equality target group			
Expand and increase the frequency of data collection from schools.	Capture more frequent data to update the central pupil database			

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
Improve the recording of travel assistance data	Travel assistance to be recorded consistently and on the Central Pupil Database to provide opportunity for analysis across the equality target groups.			
Provide further advice and support to parents on merits of choosing nearest school	Guiding parental choice to include the nearest school would help to change the pattern of applications and increase the chance of securing a local school place			
To monitor and report termly to the Admission Forum on the Fair Access Protocol.	Pupil Admissions keep a record of concerns and report them at least monthly to the Service Manager.	Monitoring of the children awaiting school places demonstrates improvement.	Terry Bryan	

## Section 7 – Sign Off and Publication

<b>Name:</b> (signed off by)	
<b>Position:</b>	
<b>Date signed off:</b> (approved)	



**Section 8 Appendix – FOR OFFICE USE ONLY**

This section to be completed by the One Tower Hamlets team

**Policy Hyperlink :**

<b>Equality Strand</b>	<b>Evidence</b>
Race	
Disability	
Gender	
Gender Reassignment	
Sexual Orientation	
Religion or Belief	
Age	
Marriage and Civil Partnerships.	
Pregnancy and Maternity	
Other Socio-economic Carers	

<b>Link to original EQIA</b>	<b>Link to original EQIA</b>
<b>EQIAID (Team/Service/Year)</b>	