

Equality Analysis (EA)

Section 1 – General Information (Aims and Objectives)

Name of the proposal including aims, objectives and purpose
(Please note – for the purpose of this doc, ‘proposal’ refers to a policy, function, strategy or project)

Published Admission Numbers 2021/22

The Published Admission Number (PAN) sets the maximum number of children that each school will admit to the reception year (primary), Year 7 (secondary) or Year 9 (UTC) in the school year 2021/22. There are no changes to the PANs for the majority of primary schools, but the LA is proposing to reduce the PAN at six of its community primary schools as follows:

Catchment Area 1 (Stepney)

- Cayley Primary School - Reduction of the PAN from 90 to 60

Catchment Area 2 (Bow)

- Malmesbury Primary School - Reduction of the PAN from 75 to 60
- Olga Primary School – Reduction of the PAN from 90 to 60

Catchment Area 5 (Wapping)

- Canon Barnett Primary School - Reduction of the PAN from 45 to 30

Catchment Area 6 (Bethnal Green)

- Bangabandhu Primary School – Reduction in the PAN from 60 to 30
- Stewart Headlam Primary School – Reduction in the PAN from 60 to 30

These proposals address the need for the LA to ensure that, within each of the school catchment (planning areas), there is the right balance between the numbers of places available against the current level of demand.

The current school roll and school admissions data confirm that primary rolls in the Reception year have been falling year on year in particular areas of the borough over the past few years. A significant surplus of places can lead to financial and organisational difficulties and is challenging for individual schools to manage. The LA and its school leaders have therefore been working together to consider options and take steps to address this. A recent review of the rolls of all primary schools in the borough has been undertaken. Schools where rolls were falling and/or where there is already spare capacity, due to them not filling all of their available places over a sustained period, have therefore been identified and put forward for reduction.

The aim of the proposals to reduce school PANs is to help stabilise each school’s intake and enable school leaders to plan and deliver school provision effectively and meet local demand.

See Appendix A

Current decision rating



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Conclusion - To be completed at the end of the Equality Analysis process

(the exec summary will provide an update on the findings of the EA and what outcome there has been as a result. For example, based on the findings of the EA, the proposal was rejected as the impact on a particular group was unreasonable and did not give due regard. Or, based on the EA, the proposal was amended and alternative steps taken)

Based on the findings of the EA, the proposal is robust. The proposal ensures long term value for money by ensuring schools are of the right size and in the right place to meet local demand. This will assist schools in their long term planning and help enable them to continue to improve educational outcomes for children in Tower Hamlets. Governing bodies at all schools involved support the proposal and there is still sufficient provision in the local areas to mitigate any reductions, meaning parental preference will not be affected.

EA completed by: Elizabeth Freer

(officer completing the EA)

EA signed off by:

(service manager)

Date signed off:

(approved)

Service area:

SPP

Team name:

Children and Culture

Name and role of the officer completing the EA:

Elizabeth Freer, Strategy and Policy Manager

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?

The following evidence has been considered:

Engagement evidence

Tower Hamlets Council consults on its school admissions arrangements each year, even where no changes have been made, to ensure that its arrangements continue to be fair and transparent and that as many parents as possible can obtain a place for their child at one of their preferred schools.

The consultation period ran for a total of 7 weeks (5 weeks during term-time) from 18th November 2019 until 3rd January 2020. The consultation was conducted online, with an option to request a paper copy of the questionnaire. There were a total of 131 responses to the consultation, all of which were online responses. There was a further collective response from the Tower Hamlets Admissions Forum – a group representative of key stakeholders including, parents, headteachers, diocesan bodies, Council of Mosques and community organisations.

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Consultation respondents were asked if they agreed with the proposals and invited to express their views. There were 131 responses to the consultation: 97 (78%) were in agreement with the proposals, 25 (20%) against the proposal and 3 (2%) with no preference.

Other Evidence

Pupil projections

Reception admissions data from 2016 onwards

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Section 3 – Assessing the Impacts on the Equality Groups

Please refer to the guidance notes and evidence with sources how your proposal impacts upon the equality groups and our Equality Duty (for information on the Public Sector Equality Duty, please refer to section xxx of guidance notes).

Remember -

You must act to eliminate any potential negative impact which, if it occurred would breach the Equality Act 2010. In some situations, this could mean abandoning your proposed change as you may not be able to take action to mitigate all negative impacts.

When you act to reduce any negative impact or maximise any positive impact, you must ensure that this does not create a negative impact on service users and/or staff belonging to groups that share protected characteristics.

Reports/stats/data can be added as an Appendix.

Equality Groups	Impact			Reason(s)
	What impact will the proposal have on specific groups of service users or staff?	Positive	Neutral	
Protected characteristics				
Age		X		<p>The reduction of the PAN in the areas identified will not lead to a shortage of school places - there are currently over 300 spare reception places in these catchment areas and these proposals have the potential to reduce this by half (150) places, therefore leaving a surplus of 150 places. There will still be a sufficient number of places available at other primary schools in these areas to accommodate Reception and in-year demand at current levels. A reduction in PAN would apply to the Reception intake for each of the proposed schools from 2021 onwards and not to children already in attendance at these schools.</p> <p>The proposed reductions will also bring the local authority more in line with the recommendation that local authorities in urban areas operate on the basis of a 5% surplus to allow authorities to meet their statutory duty with operational flexibility, while enabling parents to have some choice of schools. Currently, there is closer to</p>

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an 11% surplus.

Reception admissions info for the last four years clearly demonstrates that none of the schools involved are able to fill up their current PAN by offering places to all those who chose the school as a first preference, and some would struggle even if places were offered to parents who chose the schools as their second and beyond preferences. Data from 2019 is included below:

Schools	PAN	1st Pref	2nd Pref	Total
Bangabandhu Primary School	60	24	18	42
Cayley Primary School	90	39	42	81
Malmesbury Primary School	75	47	34	81
Olga Primary School	90	65	47	112
Canon Barnett Primary School	45	26	11	37
Stewart Headlam Primary School	60	29	9	38

Disability		X		As none of the schools have specialist SEND provision, no impact has been identified. There is still sufficient provision in the local areas to mitigate any reductions, meaning parental preference will not be affected.
Sex		X		As none of the schools are single-sex schools, no impact has been identified. There is still sufficient provision in the local areas to mitigate any reductions, meaning parental preference will not be affected.
Gender reassignment		X		No impact identified.
Marriage or civil partnership		X		No impact identified.
Religion or belief		X		As none of the schools are faith schools, no impact has been identified. There is still sufficient provision in the local areas to mitigate any reductions, meaning parental preference will not be affected.
Race		X		No impact identified.
Sexual orientation		X		No impact identified.
Pregnancy or maternity		X		No impact identified.

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Other				
Socio-economic		X		There is still sufficient provision in the local areas to mitigate any reductions, meaning parental preference will not be affected.
Parents/Carers		X		There is still sufficient provision in the local areas to mitigate any reductions, meaning parental preference will not be affected.

Section 4 – Statutory Duties

Tick the relevant box(es) to indicate whether the proposed change will adversely impact on the Council’s ability to meet any aspect of the Public Sector Duty as set out in the Equality Act 2010:

Advancing equality of opportunity between people who belong to protected groups

Eliminating unlawful discrimination, harassment and victimisation

Fostering good relations between people who belong to protected characteristic groups

If the proposed change adversely impacts on the Council’s ability to meet any of the Public Sector Duties set out above, mitigating actions must be outlined in the Action Plan in Section 5 below.

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Section 5 - Action Plan

As a result of these conclusions and recommendations what actions (if any) **will** be included in your business planning and wider review processes (team plan)? Please consider any gaps or areas needing further attention in the table below the example.

Example

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress
1. Better collection of feedback, consultation and data sources 2. Non-discriminatory behaviour	1. Create and use feedback forms. Consult other providers and experts 2. Regular awareness at staff meetings. Train staff in specialist courses	1. Forms ready for January 2020 Start consultations Jan 2020 2. Raise awareness at one staff meeting a month. At least 2 specialist courses to be run per year for staff.	1.NR & PB 2. NR	

Your action plan

Recommendation	Key activity	Progress milestones including target dates for either completion or progress	Officer responsible	Progress

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Section 6 – Monitoring

Have monitoring processes been put in place to check the delivery of the above action plan and impact on equality groups?




Yes? No?

Please state how this will be undertaken.

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Appendix A

Equality Assessment Criteria

Decision	Action	Risk
As a result of performing the analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share <i>Protected Characteristics</i> . It is recommended that the use of the policy be suspended until further work or analysis is performed.	Suspend – Further Work Required	Red 
As a result of performing the analysis, it is evident that a risk of discrimination exists (direct, indirect, unintentional or otherwise) to one or more of the nine groups of people who share <i>Protected Characteristics</i> . However, a genuine determining reason may exist that could legitimise or justify the use of this policy.	Further (specialist) advice should be taken	Red Amber 
As a result of performing the analysis, it is evident that a risk of discrimination (as described above) exists and this risk may be removed or reduced by implementing the actions detailed within the <i>Action Planning</i> section of this document.	Proceed pending agreement of mitigating action	Amber 
As a result of performing the analysis, the policy, project or function does not appear to have any adverse effects on people who share <i>Protected Characteristics</i> and no further actions are recommended at this stage.	Proceed with implementation	Green: 