



London Borough of Hammersmith & Fulham

CABINET

14 January 2013

TITLE OF REPORT

SCHOOLS ORGANISATION STRATEGY 2012/13

Report of the Cabinet Member for Children's Services – Councillor Helen Binmore

Open Report

Classification - Yes

Key Decision: Yes

Wards Affected: All

Accountable Executive Director: Andrew Christie – Executive Director of Children's Services

Report Author: Andy Rennison, Director of Schools' Funding and Capital Programme

Contact Details:

Tel: 020 7753 3768

E-mail:

andy.rennison@lbhf.gov.uk

1. EXECUTIVE SUMMARY

- 1.1 This report updates Cabinet on progress with the implementation and development of the School Organisation Strategy presented to Cabinet on 5 March 2012. It outlines the effectiveness of the strategy to date in addressing pressure on places and proposes further solutions for future admissions issues. It indicates the stages of development of existing capital schemes and requests Cabinet approval for new schemes, in the light of the Schools of Choice agenda. The report also provides a high level update for Cabinet on other factors which may have a bearing on the Strategy in the future, and, in seeking to address condition issues highlighted in the relevant surveys, brings together key considerations of both the provision of sufficient places and the quality of the physical provision made in supporting effective learning.

2. RECOMMENDATIONS

That approval be given to the following schemes to support the development of the place planning element of the School Organisation Strategy as set out in the report approved by Cabinet on 5 March 2012:

Community and Voluntary Aided Schools

1. That authority be delegated to the Cabinet Member for Children's Services, in conjunction with the Executive Director of Children's Services, to agree disbursement of resources, as required by design development, to progress the following schemes to expand provision in line with the additional feasibility work approved by Cabinet on 5 March 2012 up to the cash limits below:
 - 1.1 Pope John Primary: £4.5 millions;
 - 1.2 St. Stephen's Primary; £3.7 millions
 - 1.3 St Stephens additional land purchase £1.7 millions
2. That £50,000 be allocated to William Morris Sixth Form College to fund a feasibility study to inform decisions on further funding allocation in relation to increasing capacity;

Academy, Trust and Free Schools:

3. That £50,000 be allocated to Sacred Heart High School to fund a feasibility study to inform decisions on further funding allocation in relation to the possibilities of expansion by 1 form of entry;
4. That up to £6,000,000, pending tender returns, be allocated to Lady Margaret Secondary School to fund 1 form of entry expansion proposals
5. That authority be delegated to the Cabinet Member for Children's Services, in conjunction with the Executive Director of Children's Services, to agree disbursement of resources, as required by design development, up to a cash limit of £4.5 millions, to progress the Burlington Danes creation of primary aged provision as set out in this report.

Proposed New Schools of Choice Schemes:

6. That in order to ensure that provision is both sufficient and of the highest possible quality, following the recent bidding process and in compliance with Schools of Choice priorities articulated in the report to Cabinet on 5 March 2012, approval be given to:

Community and Aided Schools:

- 6.1 An allocation of £77,500 to Addison School to improve reception class free flow arrangements and upgrade toilet provision;
- 6.2. An allocation of £40,000 to Brackenbury Primary School to upgrade ICT teaching and learning provision
- 6.3. An allocation of £50,000 to The Bridge Academy to fund a feasibility study concerning possible new accommodation;
- 6.4. An allocation of £176,000 to Fulham Primary School to improve the teaching and learning environment in some classrooms and in the halls and to upgrade toilets;
- 6.5. An allocation of £440,000 to Jack Tizard School to develop food technology and sensory areas and upgrade specialist lift provision;

- 6.6. An allocation of £100,000 to St John's, Walham Green, Church of England Primary School to improve the outdoor learning environment;
- 6.7. An allocation of £223,000 to St. Peter's Church of England Primary School for works to include a feasibility study to inform decisions on further funding allocation to rationalise accommodation;
- 6.8. An allocation of £328,000 to The Good Shepherd Primary School to support remodelling to enable effective and appropriate movement of pupils around the school;
- 6.9. An allocation of £500,000 to Wormholt Park Primary School to significantly remodel the internal and external infrastructure to create better facilities for learning;
- 6.10. An allocation of £60,000 to Fulham College Boys' School to improve its carbon footprint through more efficient lighting;
- 6.11. An allocation of £184,500 to Fulham Cross Girls' School to improve learning environments, particularly in the ICT area, and to improve the carbon footprint with, for example, solar panels;
- 6.12. A further allocation of £105,000 to John Betts Primary School to improve access and security at the site

Academy/Free Schools:

- 6.13. A contribution of £2,400,000 to The London Oratory School towards a £5 million project to upgrade teaching and learning spaces and improve opportunities for local children.
- 6.14. An allocation of £500,000 to ARK Bentworth Academy to increase physical capacity at the school due to its constricted facilities
- 6.15. An allocation of £117,375 to Burlington Danes Academy for improvements to science facilities
- 6.16. An allocation of £299,309 be made to West London Free School to provide rooftop recreation space at Palingswick House subject to planning constraints;
- 6.17. The delegation of authority to the Cabinet Member for Children's Services, in conjunction with the Executive Director of Children's Services, to agree disbursement of resources, within the overall cash envelope, for all proposed new Schools of Choice schemes approved by this report as required by design development, up to a cash limit of £4.5 millions, to progress the procurement and delivery of the 2012/13 Capital programme.

Other Condition Works:

- 6.18. The endorsement of the proposed allocation of resources to the schemes addressing priority condition issues as agreed with the Cabinet Member for Children's Services and outlined in paragraph 9.4 of this report be endorsed, and the delegation of resources to schools as appropriate.

Adoption of overarching policy:

7. That the overarching policy to deliver the Council's 'Schools of Choice' agenda as set out in section 4 of this report be adopted.

3. BACKGROUND AND CONTEXT

- 3.1 The report to Cabinet on 5 March 2012 provided an outline of the Council's position in relation to supply of and demand for school places in the context of a draft School Organisation Plan. Members agreed a "Schools of Choice" agenda, consequently a set of priorities and, as a result, a number of proposals designed to support that agenda. Section 6 of this report updates Members on progress with schemes related to Community and Voluntary Aided Schools, and Section 7 those related to Academies and Free schools.
- 3.2 As is the case in many London boroughs, Hammersmith and Fulham is experiencing a significant increase in the number of applications for school places, particularly in the primary sector, and both conventional expansions of popular and successful schools and the opening of new, innovative ones contribute to an effective solution. Section 7 of this report indicates progress with Academy and Free schools.
- 3.3 Understanding the likely impact of both ongoing demographic issues and of relatively new ones in relation, for example, to changes in housing benefit is critical to the continued implementation of an effective programme. Section 8 of this report indicates the outcome of research to date in that respect.
- 3.4 In tandem with issues of supply are always those of quality, and the physical infrastructure is clearly a contributory factor. In Section 9 this report also requests agreement to proceed with a number of condition-related issues, principally through the schools' bids for the DfE resource outlined in the March report and subsequently increased by that Department.

4. OVERARCHING POLICY OBJECTIVES

- 4.1 Following the tri-borough approach to schools organisation planning, it is recommended that H&F adopt the policy as set out below which explains the Council's approach to assessing future demands and our overarching strategy:

The Council will:

- a. Assess the statutory responsibility to provide school places with reference to:
 - i. Census information on population across the whole borough.
 - ii. Demand for places for children resident in the borough.
 - iii. Patterns of parental preference.
- b. Seek to expand popular schools to meet demand for parental preference where practical, work with all schools to raise the level of popularity, and promote the contribution of established providers

- c. Seek (where new school provision is required to meet evidence of statutory demand) to enlarge existing 1.5FE primary schools particularly to two form entry, and where a new school is required will open this to competition including free schools and academies.
- d. Consider disposing of Council owned property assets to free schools or academies at less than open market value (either by sale or by way of a lease) only where the proposed free school or academy will assist the Council in discharging its statutory responsibility to provide sufficient school places in the area affected.
- e. Deal with all other proposals to open a new school by a free school proposer, academy or independent provider on a commercial basis.
- f. Support existing schools wishing to convert to academy status.
- h. Assess proposals by free school groups or academies to sponsor existing schools on their merits

5. ADMISSIONS TO PRIMARY AND SECONDARY SCHOOLS, SEPTEMBER 2102

- 5.1 At Appendix 1 Cabinet will note the first and second preferences expressed for primary and secondary schools. It is clear that the gross estimate provided to Cabinet on 5 March 2012 of 1,631 required places was very close to the actual first preferences of 1,637.
- 5.2 Despite the increase in applications, 73% of resident primary pupils were allocated according to preference, due to the popularity of the new free schools/academies. This compares with 70% last year, indicating the merits of the current expansion programme supporting the Schools of Choice agenda. Additional allocations of Year 7 transferees to borough schools (733 as opposed to 661 last year) served to reduce the number of out-borough placements (305 against 385 last year). First preferences allocated reduced to 54.5% as opposed to 60.5%.
- 5.3 Parents are entitled to express preferences according to their wishes and are not penalised for expressing 1st and 2nd preferences that are unlikely to be successful. Officers will research this position further in order to help to adjust expectations next year
- 5.4 The bulge classes in John Betts and Brackenbury Primary schools addressed what would otherwise have been a major shortfall in the centre of the Borough, and next year the pressure in that area will be relieved by the West London Free School's 2 form entry primary provision, alongside the permanent expansion of St. Stephen's Primary to 2 forms of entry. The Pope John expansion and Burlington Danes Primary proposals will further strengthen the position.

6. UPDATE ON PROJECTS PREVIOUSLY COMMITTED AND FURTHER RECOMMENDATIONS: COMMUNITY AND VOLUNTARY AIDED SCHOOLS

- 6.1 The School Organisation Strategy approved by Cabinet in March 2012 referred to pressure on places, particularly, but not exclusively, in the Primary sector and especially in the centre and north of the Borough, areas it agreed should initially be prioritised for action. In response to these issues the strategy recommended the delivery of a number of projects, addressing basic need and parental preference issues, addressing the challenges presented.
- 6.2 The following agreed projects are on track, or have been completed and as such no further decisions are required by Cabinet:
- Lady Margaret Bulge Class (completed by September 2012);
 - John Betts Primary Bulge Class (opened in the Bradmore Centre in September 2012);
 - Brackenbury Bulge Class (completed by September 2012);
 - Old Oak expansion from 1½ form entry to 2 form entry (completed summer 2012);
 - Fulham Enterprise Studio School: now operational in the former City Learning Centre on the Henry Compton site and required the £100k extra contingency as ringfenced at March 2012 Cabinet;
 - The West London Free School primary bid was successful and officers are preparing the lease for the Cambridge Grove site.
 - The Sacred Heart 6th Form proposal has been approved for opening in September 2013 and the appropriate procurement process is being undertaken to deliver the building remodelling.
 - The Holy Cross scheme has had Stage D sign-off and is proceeding to Stage E, with tendering anticipated early in January 2013.
 - The relocation of the Contact Service from Askham Centre to Fulham Cross Youth Centre (an enabling project for Queensmill expansion and relocation) has been completed, as has the relocation of Queensmill itself.

7. UPDATE ON PROJECTS PREVIOUSLY COMMITTED AND FURTHER RECOMMENDATIONS: MAJOR DEVELOPMENT PROPOSALS.

- 7.1 At Cabinet in March 2012 feasibility studies were requested for various schemes. At the time a contingency was held of £12.072 millions, each of the 3 projects listed below had £250k allocated to them to develop feasibility studies. The proposals for expansion at Pope John, St. Stephen's Primary Schools and development of primary provision at Burlington Danes Academy are progressing well. Officers are seeking further approvals from Cabinet for delegated powers to be given to the Cabinet Member in conjunction with the Director of Children's Services to agree disbursement of resources, as required by design development up to the following cash limits:

- Pope John Primary: increase project budget to £4.5 million to enable completion by September 2014;

- St Stephen's Primary: Fund the purchase of extra land costing £1.7 million to enable the school expansion to be delivered
- St. Stephen's Primary; (construction) increase the project budget for construction to £3.7 million to enable completion and opening of an additional form of entry at the school for September 2013.
- Burlington Danes Academy: This work is progressing with a view to the establishment of a 1 form entry school which could be expanded to 2 forms of entry should there be sufficient need and demand. It is recommended a project budget of £4.5 million is allocated as a resource envelope for the further development of the project. This reflects that the Governing body have identified a desire that the scope of this feasibility study should be increased to consider the development potential of adjacent sites on Wormwood Scrubs to relieve pressure on the existing school site and maintain options for possible future expansion of the 6th Form.

As a parallel exercise, ARK are preparing a Free School proposal for a partnership project to attract DfE funding to fund the additional cost of a 2 form entry primary school

- 7.2 Following completion of feasibility studies funded from the 2011/12 capital budget, the total cost of these projects is estimated to be £14.4 million, less the £750k previously allocated to the individual schemes, requiring additional financial commitments of £13.65 million. These will be funded by the £12.072 million unallocated from the 2011/12 allocation and a further £1.578 million from the Capital allocation for 2012/13 (see table under para 7.6).

8. THE POSSIBLE IMPACT OF HOUSING GRANT AND OTHER CHANGES

- 8.1 As reported to the Housing, Health and Social Care Select Committee in February 2012 the impact of the Localism Act 2011 and, in particular, whether the implementation of Housing Grant Caps would have been felt in the schools arena has been assessed. Whilst the major impact was likely to have been felt by the relatively small number of families identified for 4 bedroom accommodation or larger, there potentially could have been impacts on a limited number eligible for smaller accommodation. Some 800 school-age children in the Borough live in families which could potentially have been affected. In addition, prioritising certain groups such as those who make a contribution to society could have had an impact on other families.
- 8.2 There was initially some concern that changes in eligibility and grant could have led to increased mobility. Irrespective of any issues in respect of quality and continuity of education, this could have impacted upon place planning considerations, were families to move within or outside of the Borough
- 8.3 It would appear, however, that any concerns that may have existed are, to date unfounded. Officers from both the Housing and Children's Services Departments have held discussions on the key issues and the Housing, Health and Adult Social Care Select Committee received a report from the Executive Director of Housing and Regeneration on this topic on 14 November 2012. In essence that report noted that, to date:
- Numbers of claimants of Local Housing Allowance had remained largely unchanged;

- Numbers of dependent children in claimants' households had remained largely unchanged;
- Households potentially impacted upon by the caps had reduced in number since January 2012 from 540 to 277 (8.7% of the total) and dependent children in such households from 540 to 386;
- "The overall lack of change in the quantum of households and dependent children indicates that the Housing Benefit caps have not led to a significant turnover of households". Further research would be undertaken to evidence this finding.

8.4 Officers will track the future effect of April 2013 caps and continue to monitor the implications for schools and families, reporting to Members at each key point.

9. NEW CAPITAL PROGRAMME

9.1 The proposals for new capital developments continue to focus upon addressing needs highlighted by the School Organisation Plan and the agreed priorities, reinforced by recent Admissions data as presented above.

9.2 As reported in March the DfE allocated school capital grants to a total of £14.3 million in respect of this financial year, subsequently increasing them by £18.8 million in April bringing the total £33.1 million. This has been reduced by £1.5 million as part of the Leader's decision to provide further financial support for the education and regeneration project at the Lyric Theatre. On 28 May 2012, the Cabinet Member for Children's Services wrote to schools to outline the available sums and to invite them to submit relevant bids. In essence, schools submitted bids for financial support for projects totalling £72.1 million, consisting of £14.3 million of condition works and £57.8 million of other works.

9.3 Further analysis of the bids against the Council's declared priorities and in the light of discussion about proposals and cost analyses has enabled officers to make proposals to Cabinet in relation to those schemes which are most likely to achieve its Schools of Choice aims and objectives as confirmed in the Cabinet report of 5 March 2012. Following assessment of the bids the recommended schemes are set out in the two tables below. The tables have been structured to reflect condition requirements mainly in respect of our landlord responsibilities and where schools have identified opportunities for capital spend that will enhance the offer they can make to children, their families and learning.

School	Total allocation to deliver schools of choice proposals (£)	Rationale
Addison	77,500	Improved reception class free flow arrangements and upgrade toilets
Bentworth	500,000	The school requires additional physical capacity to more effectively support its' students and local community
Brackenbury	40,000	Enhancements to the ICT infrastructure to support learning
Fulham	176,000	Upgrade toilets and classrooms to support learning
Good Shepherd	328,000	Significant remodelling of school to integrate learning experience
John Betts	105,000	To develop better access and security for school.
St John's	100,000	To improve the external learning environment and maximise space utilisation following expansion
St Peter's	30,000	Feasibility to rationalise sites and address building capacity issues
Wormholt Park	500,000	To reconfigure the internal infrastructure to create improved learning environment and create additional space.
Burlington Danes	117,375	To improve science provision and capacity.
Fulham Cross Girls	184,500	To improve carbon footprint through more efficient lighting and energy utilisation projects.
Fulham College Boys	60,000	To improve carbon footprint and learning experience.
Lady Margaret	6,000,000	Increase in capacity by one further form of entry subject to tenders.
Sacred Heart	50,000	To explore opportunities of increasing one form of entry.
London Oratory	2,400,000	Match funding to significantly remodel learning environment and address overcrowding issues.
William Morris Sixth Form	50,000	Further develop feasibility to identify opportunities for increased capacity.
West London Free School	299,309	To support external play space on the roof subject to planning
Jack Tizard	440,000	To support food technology and sensory development and implementation of specialist lift.
The Bridge Academy	50,000	Further feasibility work around alternative accommodation strategies.
Total:	£11,507,684	

9.4 In addition, officers have scrutinised schools' bids for condition works against condition surveys and other relevant information and their proposals are set out in Table 2 below (Recommendation 6.18 refers).

School	Total allocation for condition (£)
Bayonne Nursery	50,000
James Lee	25,700
Vanessa Nursery	177,000
Randolph Beresford	5,750
Addison	435,000
Avonmore	117,760
Bentworth	50,400
Brackenbury	58,300
Canberra	240,699
Flora Gardens	110,200
Fulham	365,500
Greenside	130,000
John Betts	30,000
Kenmont	361,000
Langford	45,350
Lena Gardens	85,200
Melcombe	66,800
Miles Coverdale	56,000
New Kings	100,123
Normand Croft	524,000
Old Oak	153,200
Queens Manor	645,000
Sir John Lillie	81,736
St Mary's	100,100
St Peter's	193,000
St Thomas	92,000
Sullivan	75,000
Wendell Park	457,000
Wormholt Park	83,000
Fulham Cross	374,369
Henry Compton	359,500
Hurlingham & Chelsea	1,069,000
Lady Margaret	210,000
Phoenix	175,000
William Morris Sixth Form	201,294
Cambridge	300,000
Jack Tizard	162,000
Woodlane High	4,500
Total	£7,770,481

9.5 The most significant allocation is for Lady Margaret, where previous bulge classes have successfully been implemented. It is recommended that £6.0 million is ring fenced to enable the school to consolidate its' position and increase its' capacity to enable 4 forms of entry to be admitted to the school in the future.

9.6 The total of the new allocations proposed is £19,278,165 against available resources of £30.061 million (£33.139m less £1.578m commitment from 2011/12 capital allocation and £1.500m contribution to the Lyric Theatre project). Further recommendations will be brought to Cabinet in the future to allocate the remaining resources subject to the outcomes of the feasibility studies recommended within this report. Cabinet is recommended to approve:

- development of these schemes set out in the two tables
- delegation of powers to the Cabinet Member for Children's Services in conjunction with the Executive Director of Children's Services to agree disbursement of resources within the overall cash envelope for all Schools of Choice projects as set out in the table in para 9.3
- delegation of powers to officers to undertake necessary transactions and take appropriate decisions to procure and deliver these works in a timely manner and as required on behalf of schools.

	2011/12 (£k)	2012/13 (£k)
DfE Capital Grant	15,072	33,139
Less Previous Allocation	3,000	0
Sub-Total	12,072	33,139
Less New Allocations		
Pope John Expansion	4,250	
St Stephens Expansion	5,150	
Burlington Danes Primary	2,672	1,578
Schools of Choice proposals		11,701
Priority condition works		7,577
Contribution to Lyric Theatre		1,500
Sub Total	0	10,783
Less Substitution of previously identified revenue borrowing commitment following significant government capital investment		
Holy Cross Expansion & Co-location		2,500
Contribution to Lyric Theatre		2,800
Balance of Available Funding		5,483

10. RISK MANAGEMENT

10.1 The approach to risk management for projects arising from this strategy mirrors the corporate approach and, as such, inherent risks are identified and given a rating based on the potential impact of that risk multiplied by the likelihood of it happening. All risks are quantified by using a standard 5 x 5 form of measurement, therefore if a risk has a very high likelihood and a very high impact it will have a combined rating of 25. As part of the ongoing risk management strategy, mitigation is identified in the risk register.

10.2 A project specific risk register will be compiled by means of a risk workshop with input from key stakeholders. Ongoing risk management and monitoring of mitigation controls will be the responsibility of the project manager, in liaison with individual risk owners.

11. FINANCE IMPLICATIONS

11.1 Projects previously committed

This report provides an update on projects previously committed (as agreed by Cabinet in March 2012) and section 5 requests approval for an extension of a number of these projects. Approval is being sought for a 'cash-envelope' of £14.4m across three projects with powers delegated the Cabinet Member in conjunction with the Director of Children's Services to direct resources within this cash limit subject to design constraints and procurement regulations. This will be wholly funded from Department of Education funding allocations. The £14.4m is inclusive of £750k which has previously allocated in the March 2012 report as part of the agreement to undertake feasibility work ,which has now been completed. The report therefore is seeking approval for the remaining £13.65m to be funded as follows:

- £12.072m, comprising the remaining unallocated 2011-12 Capital grant monies from the DoE;
- £1.578m from the 2012/13 DoE Capital grant allocation.

11.2 New Capital Programme

The report also includes proposals for the new capital programme. These proposals have emerged as part of a school-focused bidding round and subsequent assessment against the 'Schools of Choice' aims and objectives (agreed by Cabinet in March 2012). These proposals are detailed in paras 9.3 and 9.4 and have a combined value of £19.278m. This is against available funding of £33.139m which represents the 2012-13 DoE capital allocation. Subject to other calls on this funding, which includes £1.578m cited in para. 11.1 and an allocation agreed towards the redevelopment of the Lyric theatre (£1.5m – cited in para. 9.2), and substitution of projects previously funded from borrowing, this leaves a balance of £5.483m, the allocation of which will need to be the subject of further Cabinet report/s.

9.1 VAT Implications

Except in special circumstances, the Council is only able to reclaim VAT relating to capital expenditure on Community Schools. Where projects relate to other schools the Council must be mindful of this. With specific regard to Voluntary Aided schools the HMRC is due to issue revised guidance presently, however at the time of writing this is not available.

In addition, where leases of land and buildings are involved as part of the project, the VAT implications must be explored due to the potential impact on the Council's partial exemption. The potential impact is determined by the nuances of each project and the nature of the consideration and therefore this should be reviewed on a case by case basis.

9.2 Supplementary Comments

Section 4.1 (d) – raises the possibility of disposing of property below market value. Where this approach is taken, it should be ensured that this accords with consents whereby the requirement to achieve best consideration (per Section 123 of the Local Government Act 1972) can be overridden.

10. EQUALITY IMPLICATIONS

- 10.1 The proposals set out in this strategy will increase the opportunity for children in the borough to access education and further deliver the Council's Schools of Choice agenda.
- 10.2 The Equality Impact Assessment (EIA) for the School Organisation Strategy 2011 was completed on 11 February 2011. The full report can be found in the background papers. An updated EIA, considering the proposals in this report was been provided at Appendix 4.of the March 5th report, and this updating paper tackles equality issues using the previous basis and framework.
- 10.3 The EIA followed our consultation on the plans for the transformation of secondary education in the borough that took place from 21 April 2008 to 9 June 2008, our subsequent Predictive Equality Impact Assessment (PEIA) in June 2008 and our SEN consultation that took place from 24 November 2008 to 19 January 2009, with a further subsequent Predictive Equality Impact Assessment (PEIA) in February 2009.

11. LEGAL IMPLICATIONS

- 11.1 The Bi- Borough Director of Law has been consulted and notes that the Key Decisions outlined in this report appear to be lawful; and are recommendations which are properly to be considered by Cabinet; or, where indicated; the decision may be taken by the Cabinet Member for Children's Services, in conjunction with the Director of Children's Services by way of delegated authority. A number of these proposals may require statutory proposals at a later date.

LOCAL GOVERNMENT ACT 2000
LIST OF BACKGROUND PAPERS

No.	Description of Background Papers	Name/Ext of holder of file/copy	Department / Location
1	School Organisation Strategy Cabinet 21 ^{March} 2011	X3768	Children's Services
2	School Condition Surveys	X3768	Children's Services
3	School Organisation Strategy Cabinet 5 th March 2012	X3768	Children's Services
4	School Organisation Update	X3768	Children's Services
5	Housing Benefits/ Local Housing Allowance 14 th November 2012	X1909	Housing
Responsible officer: Andy Rennison x. 3768			

Appendix 1

Primary School Preferences

	Admission	2012/13		2011/12		2010/11	
		First	Second	First	Second	First	Second
Addison	60	51	28	65	30	40	30
All Saints	30	53	41	62	4	49	26
Ark Conway	30	44	29	21	15		
Avonmore	30	48	30	53	27	68	34
Bentworth	30	25	24	39	36	28	40
Brackenbury	60	93	105	103	101	110	119
Canberra	60	55	25	44	34	49	29
Flora Gardens	30	27	24	32	25	36	30
Fulham Primary	60	30	10	49	26	36	14
Greenside	30	26	41	36	42	43	60
Holy Cross E'cole	28	72	32	68	37	42	22
Holy Cross RC	60	50	46	54	46	60	36
John Betts	30	71	92	67	102	92	90
Kenmont	30	38	24	36	20	65	2
Langford	45	21	4	25	9	41	5
Larmenier and Sacred Heart	60	108	56	99	61	104	66
Lena Gardens	30	20	20	23	27	26	19
Melcombe	60	35	24	46	31	44	30
Miles Coverdale	30	35	24	31	22	27	23
New Kings	30	21	14	31	19	27	34
Normand Crodt	30	33	22	36	20	28	26
Old Oak	60	45	18	38	19	51	15
Pope John	30	54	23	42	35	50	20
Queens Manor	30	28	19	25	22	23	15
Sir John Lillie	60	50	28	51	28	49	36
St Augustine's	30	43	48	50	48	44	46
St John's Walham	60	51	42	66	47	49	40
St Mary's RC	30	23	44	22	46	31	43
St Paul's CE	30	32	18	23	15	33	14
St Peter's CE	30	51	24	57	22	53	16
St Stephen's CE	30	68	46	74	25	55	33
St Thomas of Canterbury	60	32	33	39	38	43	22
Sullivan	45	28	17	39	26	34	18
The Good Shepherd	30	45	36	39	36	47	22
Wendell Park	60	67	29	69	42	77	21
Wormholt	60	64	41	38	28	71	38
		1,637	1,181	1,692	1,211	1,725	1,134

Secondary School Preferences

	2012/13		2011/12		2010/11	
	First	Second	First	Second	First	Second
Burlington Danes	173	189	203	194	193	184
Fulham Boys College	22	26	38	32	40	37
Fulham Cross Girls	77	67	96	57	111	76
Hammersmith Academy	210	209	190	182		
Hurlingham & Chelsea	59	40	69	67	69	65
Lady Margaret	276	166	263	172	298	186
Phoenix	124	79	167	104	176	105
Sacred Heart	266	151	351	166	348	170
The London Oratory	316	270	308	274	338	294
West London Free School	253	252				
	1,776	1,449	1,685	1,248	1,573	1,117

Provisional KS4 Results 2012 - 3 Year Trend

Appendix 2

2012 PROVISIONAL*							2011				2010			
School	5 or more grades A*-C including English and maths GCSEs	English Bacca-laureate	Level 2 (5 or more grades A*-C)	at least one qualification (1+ A*-G)	Proportion making Expected Levels of Progress Key Stage 2-4		5 or more grades A*-C including English and maths GCSEs	English Bacca-laureate	Level 2 (5 or more grades A*-C)	at least one qualification	5 or more grades A*-C including English and maths GCSEs	English Bacca-laureate	Level 2 (5 or more grades A*-C)	at least one qualification
					English	Maths								
Burlington Danes Academy	63.6%	22.1%	79.9%	100.0%	68.5	86.6	75%	19%	90%	100%	67%	4%	86%	99%
Fulham Cross Girls	74.1%	25.9%	96.4%	100.0%	93.5	80.6	72%	33%	95%	99%	69%	37%	92%	100%
Henry Compton	53.1%	4.2%	90.6%	100.0%	69.0	68.6	51%	9%	91%	100%	36%	3%	80%	100%
Hurlingham and Chelsea	39.8%	2.3%	89.8%	100.0%	56.2	71.4	61%	4%	98%	100%	49%	0%	83%	100%
Lady Margaret	72.2%	53.3%	82.2%	100.0%	77.3	78.4	92%	61%	93%	100%	90%	58%	92%	100%
The London Oratory	91.0%	73.0%	94.9%	99.4%	91.0	96.1	94%	71%	96%	100%	94%	69%	97%	100%
Phoenix High	47.9%	0.6%	68.9%	100.0%	64.5	71.5	44%	0%	95%	100%	44%	1%	97%	100%
Sacred Heart High	84.0%	55.2%	95.7%	100.0%	82.2	88.3	94%	57%	98%	99%	95%	63%	99%	100%
PRUS														
The Bridge**	0.0%	0.0%	0.0%	97.4%	n/a	n/a					1%	0%	1%	69%

Specials

Cambridge School	0.0%	0.0%	0.0%	100.0%	0.0	0.0	0%	0%	0%	100%	0%	0%	0%	100%
Jack Tizard School	0.0%	0.0%	0.0%	0.0%	0.0	0.0					<	<	<	<
Queensmill	0.0%	0.0%	0.0%	100.0%	0.0	0.0								
Woodlane High School	0.0%	0.0%	0.0%	100.0%	16.7	8.3	0%	0%	0%	100%	0%	0%	0%	86%

Local Authority Average	65.3%	31.1%	83.7%	99.4%	74.2	79.3	71.3%	32.8%	91.5%	99.4%	68.4%	32.0%	89.1%	98.9%
National Average***	58.4%	16.1%	82.7%	99.3%	68.9	69.6	58.4%	17.6%	79.6%	99.3%	54.0%	15.6%	75.4%	99.1%

Notes;

2008-2011 figures are FINAL; as published in the DfE Achievement and Attainment Tables

***2012 data is PROVISIONAL- based on the provisional DfE results feed for the LA. Schools were contacted to for further amendments.**

Pupil removals from this dataset reflect disapplications made by schools. All school figures and the LA average presented here are therefore based on this amended dataset. National average is based on the DfE's first release of provisional data.

****Bridge data is not published by the DfE nor included in the LA average. It is provided here for information only and reflects local calculations.**

Prepared by Education and Schools Data Team 18th October 2012

***** 2012 National figures are provisional; source SFR 25**

<http://www.education.gov.uk/researchandstatistics/statistics/recentreleases/a00214981/gcse-national-curriculum-teacher-assessment-ks3-england>

Main Indicator by Schools Trend 2010-2012

Appendix 3

	2012 JULY PROVISIONAL*			2011			2010		
	Pupils Achieving L4+ English and Maths Combined	Two Levels Progress English KS1 to KS2	Two Levels Progress maths KS1 to KS2	L4+ Eng and Maths Combined	Two Levels Progress English KS1 to KS2	Two Levels Progress maths KS1 to KS2	Pupils Achieving L4+ English and Maths Combined	Two Levels Progress English KS1 to KS2	Two Levels Progress maths KS1 to KS2
Addison	70.8	97.4	81.6	67	92	73	83.3	81.8	78.3
All Saints	96.2	96.2	100.0	90	100	95			
Avonmore	85.7	96.3	88.9	75	89	81	60.7	95.0	90.0
Bentworth	81.8	100.0	90.0	60	89	93			
Brackenbury	85.7	100.0	100.0	69	89	87	63.6	85.0	75.0
Canberra	54.5	80.6	61.3	56	91	86			
Flora Gardens	69.0	92.9	67.9	78	96	92	83.3	100.0	96.7
Fulham	92.6	96.2	88.5	65	78	75			
Good Shepherd	100.0	100.0	100.0	100	100	100	82.1	88.9	85.2
Greenside	82.6	95.2	90.9	83	96	92			
Holy Cross	70.4	88.9	80.8	89	96	96	90.9	86.4	100.0
John Betts	89.3	100.0	92.6	87	93	97			
Kenmont	86.7	100.0	100.0	73	88	88	87.5	90.0	89.3
Langford	51.9	82.6	83.3	66	81	82			
Larmenier & SH	88.3	96.5	87.5	93	95	93	88.9	96.2	84.6
Lena Gardens	75.0	92.3	92.6	77	86	93			
Melcombe	93.9	96.9	96.9	85	91	85	96.6	100.0	100.0
Miles Coverdale	96.6	100.0	100.0	100	100	100			
New Kings	82.8	100.0	100.0	78	96	93	57.1	91.3	100.0
Normand Croft	88.2	94.1	94.1	81	92	96			
Old Oak	62.2	88.2	80.0	75	89	89	56.8	90.3	96.8
Pope John	100.0	100.0	100.0	100	97	100			
Queens Manor	76.0	85.0	89.5	62	79	74	85.7	77.8	85.7
Sir John Lillie	79.2	98.0	90.2	71	87	84	55.9	75.0	90.0
St Augustines	93.3	93.3	96.7	100	100	100	73.2	92.0	94.0
St Johns	72.4	96.4	89.3	75	96	79	93.1	89.3	96.3
							59.3	96.3	63.0

	2012 JULY PROVISIONAL*			2011			2010		
	Pupils Achieving L4+ English and Maths Combined	Two Levels Progress English KS1 to KS2	Two Levels Progress maths KS1 to KS2	L4+ Eng and Maths Combined	Two Levels Progress English KS1 to KS2	Two Levels Progress maths KS1 to KS2	Pupils Achieving L4+ English and Maths Combined	Two Levels Progress English KS1 to KS2	Two Levels Progress maths KS1 to KS2
St Marys	100.0	100.0	100.0	100	100	100	69.2	100.0	77.3
St Pauls	64.3	84.6	76.9	70	85	89	80.8	100.0	96.2
St Peters	86.7	89.7	89.7	80	92	76			
St Stephens	100.0	100.0	96.7	93	93	100	96.4	100.0	100.0
St Thomas	80.0	97.5	90.0	80	87	83	80.4	88.1	100.0
Sulivan	83.3	96.8	93.5	61	79	65	68.2	94.6	80.0
Wendell Park	84.6	95.7	91.5	57	90	76	71.4	91.2	88.2
Wormholt Park	66.7	97.9	87.2	76	91	91			
LA Total	81.0	93.0	88.0	77	90	86	75.6	91.7	90.1
National	80.0	89.0	87.0	74	84	83	74.0	84.0	83.0

Source; DfE SFR 19 <http://www.education.gov.uk/researchandstatistics/statistics/allstatistics/a00213778/national-curriculum-assessments-ks2-england> for LA and National figures, Local analysis for school level data. All other years data is based on revised/final SFR and Attainment Tables. Produced by Education & Schools Data team, H&F, 25.10.12

Equality Impact Analysis Full Tool with Guidance Appendix 4

Overview

This Tool has been produced to help you analyse the likelihood of impacts on the protected characteristics – including where people are represented in more than one– with regard to your new or proposed policy, strategy, function, project or activity. It has been updated to reflect the new public sector equality duty and should be used for decisions from 5th April 2011 onwards. It is designed to help you analyse decisions of high relevance to equality, and/or of high public interest.

General points

1. 'Due regard' means the regard that is appropriate in all the circumstances. In the case of controversial matters such as service closures or reductions, considerable thought will need to be given the equalities aspects.
2. Wherever appropriate, and in all cases likely to be controversial, the outcome of the EIA needs to be summarised in the Cabinet/Cabinet Member report (section 08 of this tool) and equalities issues dealt with and cross referenced as appropriate within the report.
3. Equalities duties are fertile ground for litigation and a failure to deal with them properly can result in considerable delay, expense and reputational damage.
4. Where dealing with obvious equalities issues e.g. changing services to disabled people/children, take care not to lose sight of other less obvious issues for other protected groups.

Timing, and sources of help

Case law has established that having due regard means analysing the impact, and using this to inform decisions, thus demonstrating a conscious approach and state of mind ([2008] EWHC 3158 (Admin), [here](#)). It has also established that due regard cannot be demonstrated after the decision has been taken. Your EIA should be considered at the outset and throughout the development of your proposal, through to the recommendation for decision. It should demonstrably inform, and be made available when the decision that is recommended. This tool contains guidance, and you can also access guidance from the EHRC [here](#). If you are analysing the impact of a budgetary decision, you can find EHRC guidance [here](#). Advice and guidance can be accessed from the Opportunities Manager: PEIA@lbhf.gov.uk or ext 3430.

Full Equality Impact Analysis Tool

Overall Information	Details of Full Equality Impact Analysis
<u>Financial Year and Quarter</u>	<u>2012/2013</u>
<u>Name and details of policy, strategy, function, project, activity, or programme</u>	<p>School Organisation Report</p> <p>The School Organisation Strategy is to address the inadequate capacity issues within our primary, secondary and special schools</p>
<u>Lead Officer</u>	<p><u>Name: Andy Rennison</u></p> <p><u>Position: Assistant Director of Schools Funding & Capital Programme</u></p> <p><u>Email: andy.rennison@lbhf.gov.uk</u></p> <p><u>Telephone No: 020 8753 3768</u></p>
<u>Date of completion of final EIA</u>	<u>15.02.2012</u>

Section 02	Scoping of Full EIA
<u>Plan for completion</u>	<p><u>Timing: To be agreed at Cabinet 5th March 2012</u></p> <p><u>Resources</u></p> <p><u>Lead Officer: Andy Rennison</u></p>
<u>What is the policy, strategy, function, project, activity, or programme looking to achieve?</u>	<p>The School Organisation Strategy is to address the inadequate capacity issues within our primary, secondary and special schools.</p> <p>The objective of the School Organisation Strategy will be to meet the aspirations of parents/pupils within the borough, within a constrained financial budget. This plan is already described as part of the Council's strategy to deliver its schools of choice agenda.</p> <p>The proposal of the School Organisation Strategy has a positive impact on all the residents of Hammersmith and</p>

Fulham, with children of school age.

The strands that it is intended will benefit from the strategy are:

Age	At present, Age does not apply to under 18s and so this protected characteristic is not relevant. Assessment under age-related issues is given under Children’s Rights (below)	N/A	N/A								
Disability	<p>The strategy will be of high relevance to, and have a positive impact on disabled children, which will be delivered through the enhanced offer for children with Special Educational Needs (SEN). This will be delivered through the offer of a fully integrated primary to secondary curriculum on one site for children with autism as part of the Queensmill relocation.</p> <p>In addition to Queensmill, the SEN profile for the additional schools affected by the strategy compared to the maintained schools average has been included.</p> <table border="1" data-bbox="739 858 1895 1375"> <tr> <td data-bbox="739 858 887 1375">Special Educational Needs information</td> <td data-bbox="887 858 1030 1375">Children attending maintained schools (OCTOBER 2011/12 CENSUS)</td> <td data-bbox="1030 858 1173 1375">St Stephens Primary School</td> <td data-bbox="1173 858 1317 1375">Pope John Primary School</td> <td data-bbox="1317 858 1460 1375">Sacred Heart High School</td> <td data-bbox="1460 858 1603 1375">Lady Margaret</td> <td data-bbox="1603 858 1747 1375">John Betts Primary</td> <td data-bbox="1747 858 1895 1375">Brackbury</td> </tr> </table>	Special Educational Needs information	Children attending maintained schools (OCTOBER 2011/12 CENSUS)	St Stephens Primary School	Pope John Primary School	Sacred Heart High School	Lady Margaret	John Betts Primary	Brackbury	M	+
Special Educational Needs information	Children attending maintained schools (OCTOBER 2011/12 CENSUS)	St Stephens Primary School	Pope John Primary School	Sacred Heart High School	Lady Margaret	John Betts Primary	Brackbury				

	Non-SEN	76.2%	87.1%	58.5%	89.2%	91.3%	80.8%	85.5%			
	School Action	13.0%	8.7%	27.2%	8.9%	4.5%	10.4%	10.3%			
	School Action +	7.3%	2.3%	13.6%	1.3%	1.7%	7.3%	2.5%			
	Statement	3.5%	1.9%	0.8%	0.6%	2.4%	1.6%	1.7%			
	COMMENTS		There is slightly greater number of non-SEN children than the schools average. The strategy to expand St Stephens Primary is an all encompassing strategy for all	There is a greater number of SEN children that the schools average. The strategy to expand Pope John Primary is an all encompassing strategy for all learners in the borough	There is slightly greater number of non-SEN children than the schools average. The strategy to expand Sacred Heart High Schools is an all encompassing strategy for all	There is a greater number of non-SEN children than the schools average. The strategy for the Lady Margaret bulge class is an all encompassing strategy for all learners in the	There is slightly greater number of non-SEN children than the schools average. The strategy for the John Betts primary bulge class is an all encompassing strategy for all	There is slightly greater number of non-SEN children than the schools average. The strategy for the Brackbury primary bulge class is an all encompassing strategy for all			

				<p>learners in the borough regardless of disability. Given the existing SEN profile, if the school continues to attract a similar profile of students, there is likely to be a neutral benefit for SEN groups.</p>	<p>regardless of disability. Given the existing SEN profile, if the school continues to attract a similar profile of students, there is likely to be a slight positive benefit for SEN groups.</p>	<p>learners in the borough regardless of disability. Given the existing SEN profile, if the school continues to attract a similar profile of students, there is likely to be a neutral benefit for SEN groups.</p>	<p>borough regardless of disability. Given the existing SEN profile, if the school continues to attract a similar profile of students, there is likely to be a neutral benefit for SEN groups.</p>	<p>learners in the borough regardless of disability. Given the existing SEN profile, if the school continues to attract a similar profile of students, there is likely to be a neutral benefit for SEN groups.</p>	<p>learners in the borough regardless of disability. Given the existing SEN profile, if the school continues to attract a similar profile of students, there is likely to be a neutral benefit for SEN groups.</p>		
	<p>Only one of the schools identified for expansion within the strategy has a higher</p>										

	<p>SEN profile than the schools average. As a result some neutral benefits have been identified. Despite this, officers have concluded that overall the strategy has a positive impact on disability as the strategy will offer of a fully integrated primary to secondary curriculum on one site for children with autism as part of the Queensmill relocation. This will have a positive impact on SEN groups.</p>		
Gender reassignment	<p>The strategy will not directly have an impact on this strand, as it is an all encompassing strategy for all learners in the borough. The admission criteria for all the affected schools (which are subject to annual consultation) will remain unchanged. The new opportunities that this strategy will provide will improve the choices for more local children to attend local schools.</p>	N/A	N/A
Marriage and Civil Partnership	<p>This is not applicable as the Strategy is not seeking to provide a service to married people or civil partners. The admission criteria for all the affected schools (which are subject to annual consultation) will remain unchanged. Under the Admissions Code. the Admissions Criteria could not ask for marital status to be declared.</p>	N/A	N/A
Pregnancy and maternity	<p>The strategy will not directly have an impact on this strand, as it is an all encompassing strategy for all learners in the borough. The current number of pregnant school children and/or school children with dependents attending maintained schools is low and not statistically significant. The admission criteria for all the affected schools (which are subject to annual consultation) will remain unchanged and can not discriminate on ground of pregnancy and maternity. The new opportunities that this strategy will provide will improve the choices for more local children to attend local schools as a result there is a low positive benefit.</p>	L	+
Race	<p>The strategy is an all encompassing strategy for all learners in the borough. The admission criteria for all the affected schools (which are subject to annual consultation) will remain unchanged and do not discriminate with regards to race. The new opportunities that this strategy will provide will improve the choices for more local children to attend local schools.</p> <p>The following table identified the current borough averages for children attending</p>	M	+

maintained schools broken down by race is as follows in comparison to the borough profiles:

	Children attending maintained schools (OCTOBER 2011/12 CENSUS) *NOTE: Academies and PRU not included	Borough Profile (ONS ethnicity estimates for 2009)
White	39.6%	76%
Black	27.7%	9%
Asian	7.5%	8.2%
Mixed	10.9%	3.7%
Chinese or Other ethnic group	13.1%	3.2%
Not obtained	1.3%	0%

This data suggests that in comparison to the borough profile, White groups are under represented in maintained schools compared to the borough average. Black, Mixed and Chinese or Other groups are over represented in maintained schools compared to the borough average. Asian groups are slightly under represented in maintained schools compared to the borough average. Although the strategy does not discriminate with regards to race, the improved choices for local children to attend local schools may be proportionately of more relevance to those race groups that are over-represented. **Because of this, officers consider the strategy to be of medium relevance to Race, as some race groups could be differently affected by the proposals.**

The below table looks more specifically at the schools affected by the strategy proposed in the Cabinet Report (see recommendations) with regards to race.

Race	Children attending	St Stephens Primary	Pope John Primary School	Sacred Heart High School	Lady Margaret	John Betts Primary	Brackenbury	Queensmill
White	39.6%	53.2%	30.9%	71.8%	70.3%	75.1%	42.9%	33.7%
Black	27.7%	28.5%	34.7%	7.7%	10.2%	5.7%	25.1%	26.3%
Asian	7.5%	4.6%	9.1%	5.8%	4.5%	5.2%	9.1%	10.5%
Mixed	10.9%	12.5%	15.1%	6.8%	7.4%	7.3%	12.4%	7.4%
Other	13.1%	0.8%	9.1%	4.0%	4.5%	5.7%	9.7%	21.1%
Not obtained	1.3%	0.4%	1.1%	3.9%	3.0%	1.0%	0.8%	1.1%
COMMENTS		There is a slightly greater intake of Black, White and Mixed ethnic groups than the schools	There is a slightly greater intake of Black, Asian and Mixed race groups compared to the	There is a lower intake of Black, Asian and Mixed groups and an overrepresentation of White	There is a lower intake of Black, Asian and Mixed groups and an overrepresentation of White	There is a lower intake of Black, Asian and Mixed groups and an overrepresentation of White	There is a slightly lower intake of Black, Asian group and a slight overrepresentation of White	There is a slightly greater intake of Asian groups and a slightly lower intake of White, Black and

				<p>average. There is a slightly lower intake of Asian children. The strategy to expand St Stephens Primary is an all encompassing strategy for all learners in the borough regardless of race. The new opportunities</p>	<p>schools average. There is a slightly lower intake of white students. The strategy to expand Pope John Primary is an all encompassing strategy for all learners in the borough regardless of race. The new opportunities that</p>	<p>groups compared to the schools average. The strategy to expand Sacred Heart High Schools is an all encompassing strategy for all learners in the borough regardless of race. The new opportunities that this strateg</p>	<p>groups compared to the schools average. The strategy for the Lady Margaret bulge class is an all encompassing strategy for all learners in the borough regardless of race. The new opportunities that this strateg</p>	<p>groups compared to the schools average. The strategy for the John Betts primary bulge class is an all encompassing strategy for all learners in the borough regardless of race. The new opportunities that this strateg</p>	<p>and Mixed groups compared to the schools average. The strategy for the Brackenbury primary bulge class is an all encompassing strategy for all learners in the borough regardless of race. The new opportunities that</p>	<p>Mixed groups compared to the schools average. The strategy to expand Queen's Mill is an all encompassing strategy for all learners in the borough regardless of race. The new opportunities that this strategy will provide</p>		
--	--	--	--	--	---	---	---	--	--	--	--	--

				that this strategy will provide will improve the choices for more local children to attend local schools . Given the existing race profile there is likely to be a slight positive benefit for those groups currently overrep	this strategy will provide will improve the choices for more local children to attend local schools . Given the existing race profile there is likely to be a slight positive benefit for those groups currently overrepresen	y will provide will improve the choices for more local children to attend local schools . Given the existing race profile there is likely to be a less benefit for those groups currently underre	y will provide will improve the choices for more local children to attend local schools . Given the existing race profile there is likely to be a neutral benefit for those groups currently underre	y will provide will improve the choices for more local children to attend local schools . Given the existing race profile there is likely to be a neutral benefit for those groups currently underre	this strategy will provide will improve the choices for more local children to attend local schools . Given the existing race profile there is likely to be a neutral benefit for those groups currently underre	will improve the choices for more local children to attend local schools . Given the existing race profile there is likely to be a slight positive benefit for Asian groups currently overrepresen		
--	--	--	--	---	---	---	--	--	--	--	--	--

		resented.	d.								
	<p>*NOTE: Academies and PRU not included</p> <p>Overall the schools listed in the strategy attract a wide mix of ethnic groups to reflect the diversity of the borough. It is therefore concluded the strategy to be of medium relevance to Race, with a positive impact.</p>										
	Religion/belief (including non-belief)	The School Organisation Strategy will have a positive albeit low impact on local faith residents, through the extended offer in our faith schools, through the extension to existing provision.								L	+
	Sex	<p><u>The School Organisation Strategy will have a positive impact on this protracted characteristic by extending the offer of single sex provision at our over subscribed schools. This includes a medium positive impact for females by expanding the single sex offer at Sacred Heart High School and Lady Margaret and increased single sex provision for males at the Henry Compton site (refer to Cabinet Report section 3.1 for greater detail of the new projects).</u></p>								M	+
Sexual Orientation	The School Organisation Strategy will not directly have an impact on this strand, as it is an all encompassing strategy for all learners in the borough. The admission criteria for all the affected schools (which are subject to annual consultation) will remain unchanged								N/A	N/A	
<p>Human Rights and Children's Rights</p> <p>Will it affect Human Rights, as defined by the Human Rights Act 1998? Yes: Article 2 of Protocol 1: Right to education. It is expected that the strategy will have a positive impact on this (e.g. via additional learning capacity for borough learners).</p> <p>Will it affect Children's Rights, as defined by the UNCRC (1992)? Yes: the right to education, and special rights for disabled children. It is expected that the strategy will have a</p>											

positive impact on these rights (e.g. via additional learning capacity for borough learners)

Section 03

Analysis of relevant data and/or undertake research

Documents and data reviewed

Please see details from EIA in 2011 below: Plus Admissions & Census data, plus current pupil data. We also did a bid process with all schools on how they could deliver within the schools of choice agenda.

We undertook a consultation that was open to all strands, from 21 April to 2008 to 9 June 2008, through a variety of ways:

- Pupil post to all parents of primary, secondary and special schools in the borough
- To parents of primary age parents at independent schools
- All Early Years settings
- Hammersmith and Fulham website
- Freepost questionnaires left at municipal buildings in the borough
- Partner agencies
- Voluntary organisations
- 20 meetings at various schools (parent, governors and staff)
- 22 meetings with children at their schools
- 7 meetings with specific groups such as early years providers, employers steering group and school staff
- Special meeting with headteachers
- 8 road shows at libraries and town halls
- A children's conference at Chelsea Football ground

With a total of 1,304 children and 437 adults attended the above meetings.

Nearly 3,000 questionnaires were received in response to the consultation and recommendations were made to

take into account the views were portrayed.

The main strands positively affected by the consultation were, age, disability, gender and religion, through the schools community. All these strands were affected positively by the recommendations that were contained within the Cabinet Reports that detailed the consultation and results. The relevant consultation and questionnaires, can be found in the Cabinet Reports of 14 July 2008 and 2 March 2009 respectively and are detailed in the background papers to this strategy

We undertook a consultation that was open to all strands, but primarily aimed at parents of SEN children, from 24 November 2008 to 19 January 2009, through three options:

- Parents of children at all the schools affected by the proposals (given a summary via pupil post)
- An executive summary sent to other stakeholders and made available at public libraries and both town halls
- The detailed documents (and summaries) were published on the Councils website.

The main positively affected strand was disability, by the proposals that were captured by the responses to the consultation and the recommendations that were approved by Cabinet. The relevant consultation and questionnaires can be found in the Cabinet Report of 2 March 2009 and are detailed as background papers to this strategy.

Mid Year Population Estimates

Data has been compared to that of the ONS Mid Year Population Estimates for 2009, which can be accessed here:

http://www.lbhf.gov.uk/Directory/Council_and_Democracy/Plans_performance_and_statistics/Statistics_and_census_information/Census_information/7057_Demographic_Data_for_Hammersmith_and_Fulham.asp

October 2011/12 CENSUS

Data has been taken from the October 2011/12 CENSUS concerning the schools profiles.

New research

N/A.

<u>Section 04</u>	<u>Undertake and analyse consultation</u>
<u>Consultation</u>	Given the previously undertaken detailed consultation a further consultation is not required for this strategy.
<u>Analysis</u>	From the previous consultations, listed above, all stakeholders that had responded were in favour of our proposals. Please refer to the Cabinet papers of 14 July 2008 and 2 March 2009 which are listed as background papers to this strategy for full details.

<u>Section 05</u>	<u>Analysis of impact and outcomes</u>
<u>Analysis</u>	The consultation and assessment data have shown support for the proposals and these were taken into consideration in our recommendations to Cabinet.

<u>Section 06</u>	<u>Reducing any adverse impacts</u>
<u>Outcome of Analysis</u>	The consultations did not exclude any member of the strands, as the consultations were open for all to respond to if desired.

<u>Section 07</u>	<u>Action Plan</u>
<u>Action Plan</u>	The action plan is to receive Cabinet Approval on the recommendations contained within the report and the implementation of these via the Lead Officer (Andy Rennison) in consultation with the Chief Officer (Andrew Christie).

<u>Section 08</u>	<u>Agreement, publication and monitoring</u>
<u>Chief Officer sign-off</u>	<u>Name: Andrew Christie</u> <u>Position: Director of Children's Services</u> <u>Email: andrew.christie@lbhf.gov.uk</u> <u>Telephone No: 020 8753 3601</u>
<u>Key Decision Report</u>	<u>Date of report to Cabinet/Cabinet Member: 05/02/12 – Cllr Helen Binmore</u> <u>Confirmation that key equalities issues found here have been included: Yes</u>
<u>Opportunities Manager for advice and guidance only</u>	<u>(When EIAs have been determined to be of high relevance)</u> <u>Name: Carly Fry</u> <u>Position: Opportunities Manager</u> <u>Email: PEIA@lbhf.gov.uk</u> <u>Date: 13.02.2012</u>