

South Bank Engineering UTC - Impact Assessment

Secondary Schools:

School name	Type	Distance from UTC (miles)	Capacity (May 2014)	Number of Surplus Places (May 2014)	Number of surplus places in Year 10 (Jan 2015)	KS4 Attainment 2015	Inspection Rating	Inspection Date	Impact Rating
Trinity Academy	Free Schools	0.0	120	100 Recently opened school - still filling up year groups	0	No KS4 data	No Ofsted grade	No Ofsted grade	Too early to assess
Evelyn Grace Academy	Academy Sponsor Led	0.7	1000	102	2	43%	Good	7-Mar-2014	Moderate
Lambeth Academy	Academy Sponsor Led	0.9	1100	100	16	55%	Good	14-Feb-2013	Moderate
St Martin in the Fields High School for Girls	Academy Converter	1.0	900	68	-16	55%	Good	4-Dec-2014	Moderate
City Heights E-ACT Academy	Academy Sponsor Led	1.0	1100	841 Recently opened school - still filling up year groups	180	No KS4 data	Good	7-May-2015	Moderate

La Retraite Roman Catholic Girls' School	Voluntary Aided School	1.2	960	45	1	83%	Outstanding	26-Apr-2013	Minimal
Platanos College	Academy Converter	1.2	1050	85	7	54%	Outstanding	11-Dec-2014	Minimal
Durand Academy	Academy Converter	1.3	1250	257	0	No KS4 data	Good	5-Dec-2013	Moderate
The Charter School	Academy Converter	1.3	1130	-57	2	79%	Outstanding	5-Nov-2009	Minimal
The Elmgreen School	Voluntary Controlled School	1.4	1100	81	9	49%	Good	14-Nov-2013	Moderate
Saint Gabriel's College	Voluntary Aided School	1.5	600	196	26	50%	Good	14-May-2015	High
Sacred Heart Catholic School	Academy Converter	1.6	750	-79	-9	75%	Outstanding	12-Dec-2012	Minimal
Dunraven School	Academy Converter	1.6	1760	434	38	70%	Outstanding	15-Oct-2014	Minimal
Ark All Saints Academy	Academy Sponsor Led	1.7	800	566	120	No KS4 data	Good	3-Jun-2015	Moderate
Chestnut Grove School	Academy Converter	1.8	1035	54	5	68%	Outstanding	13-Mar-2008	Minimal

Summary

Within the local area of the proposed UTC, it is considered that one school could feel a high impact, seven may feel a moderate impact and six schools may feel a minimal impact.

Post 16 Colleges

College Name	Type	Number of 1618 learners	Average point score per academic entry, 2015	Average point score per vocational entry, 2015	Inspection rating	Inspection date	Impact Rating
Lambeth College	Tertiary College	1500	No KS5 data	195.0	Requires Improvement	23-Jan-2015	Moderate
St Francis Xavier Sixth Form College	Sixth Form College (Voluntary Aided)	1395	177.1	215.3	Good	25-Oct-2013	Moderate
King's College London Maths School	Free Schools - 16-19	No KS5 data	No KS5 data	No KS5 data	No Ofsted grade	No Ofsted grade	Minimal
Harris Westminster Sixth Form	Free Schools - 16-19	No KS5 data	No KS5 data	No KS5 data	No Ofsted grade	No Ofsted grade	Minimal
Sydenham and Forest Hill Sixth Form	Sixth Form Centres	525	No KS5 data	No KS5 data	No Ofsted grade	No Ofsted grade	Moderate
South Thames College	General Further Education College	2425	165.4	197.9	Good	26-Jun-2012	Moderate
Kensington and Chelsea College	General Further Education College	383	No KS5 data	222.9	Requires Improvement	20-Dec-2013	Moderate
LeSoCo	General Further Education College	2338	No KS5 data	197.7	Inadequate	9-Jan-2014	Minimal
RR6	Sixth Form Centres	182	No KS5 data	No KS5 data	No Ofsted grade	No Ofsted grade	Moderate

Fashion Retail Academy	Art, Design and Performing Arts College	458	No KS5 data	219.2	No Ofsted grade	No Ofsted grade	Minimal
------------------------	---	-----	-------------	-------	-----------------	-----------------	---------

Summary

It is expected that the UTC's opening could have a moderate impact on six colleges and a minimal impact on four colleges.

Conclusion

Overall, the unique nature of the UTC means it will be relatively small in comparison to existing providers and given the large catchment area, the UTC should not attract large numbers of students from any one school.

In the light of the evidence available, officials see no reason why the Secretary of State should not enter into a supplemental funding agreement with the academy trust as a result of negative impact.

*Provisional (non-final) school performance data was used as part of this impact assessment. This is because the assessment was needed **before** the performance data checking exercise had been fully completed (and therefore, had to be made using the data available at that time).

For this reason, the final performance measures for some schools may have been different from those shown in this report.