

# CABINET ADDENDUM

**2.00PM, THURSDAY, 19 MARCH 2026**

**COUNCIL CHAMBER, HOVE TOWN HALL**

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# ADDENDUM

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# Brighton & Hove City Council

## Cabinet

## Agenda Item 156

**Subject:** Proposed closure of Middle Street Primary School

**Date of meeting:** Thursday, 19 March 2026

**Report of:** Cabinet Member for Finance and City Regeneration

**Lead Officer:** Corporate Director for Families, Children and Wellbeing

**Contact Officer:** Name: Richard Barker

Email: [Richard.Barker@brighton-hove.gov.uk](mailto:Richard.Barker@brighton-hove.gov.uk)

**Ward(s) affected:** (All Wards);

**Key Decision:** Yes

**Reason(s) Key:** Significant impact on 2 or more Wards

***The special circumstances for non-compliance with Council Procedure Rule 3, Access to Information Procedure Rule 5 and Section 100B(4) of the Local Government Act 1972 (as amended), (items not considered unless the agenda is open to inspection at least five days in advance of the meeting) were that the consultation on the proposal to close the affected school did not end until 9 March 2026. Sufficient time then needed to be allowed for consideration and analysis of all responses received.***

### **1. Purpose of the report and policy context**

- 1.1 In response to serious concerns about Governance and financial viability, an Interim Executive Board (IEB) was appointed in June 2025. Having concluded that the school does not have a viable future, the IEB recommended closure with effect from 31 August 2026. This report considers that proposal, following the public consultation.
- 1.2 This report details the response to the recent public consultation on the proposal to close Middle Street Primary School on 31 August 2026 and seeks approval to publish a statutory notice.

### **2. Recommendations**

- 2.1 That Cabinet agrees to the publication of a statutory notice in respect of the proposed closure of Middle Street Primary School with effect from 31 August 2026. The committee notes that publication of the statutory notice will trigger a four-week representation period which will run from 8 April 2026 to 5 May 2026 during which interested parties can comment on the proposal.
- 2.2 That Cabinet notes that following the representation period a further report will come back to Full Council on 21 May 2026 at which a final decision will be made.

### **3. Context and background information**

- 3.1 The Department for Education has issued Statutory Guidance on the process that must be followed to close a maintained school “Opening and closing maintained schools – Statutory guidance for proposers and decision makers (October 2024)”
- 3.2 Middle Street Primary School is a community primary school, and the Council has the power under the Education and Inspections Act 2006 to put forward proposals to close the school and to subsequently make a decision on those proposals.
- 3.3 The statutory guidance details some of the reasons why a school closure might be considered including where there are surplus places elsewhere in the local area which can accommodate pupils requiring an alternative school place, and where there is no predicted demand for the school in the medium to long term and the school is no longer considered viable.
- 3.4 The first step of the closure process is a requirement to undertake a public consultation on the proposals. This has now been completed. Following consideration of the outcome at this meeting, Cabinet has to make a decision whether to proceed with the proposals by publishing a statutory notice. Publication of the notice is followed by a four-week representation period during which interested parties may make further comment on the proposals.
- 3.5 If, having considered the consultation outcome, Cabinet decides to publish a statutory notice, it is proposed that the four-week representation period will start on Wednesday 8 April 2026 and run until Tuesday 5 May 2026. A report will then be prepared for a decision to be made on the proposed closure by Full Council on 21 May 2026.

#### **Public Consultation**

- 3.6 On 19 January 2026, Ward Councillors and unions were notified of the proposal to undertake a public consultation on the closure of Middle Street Primary School. Staff, parents, headteachers of all Brighton & Hove City Council schools and Academies and the DfE Regional Director and Ofsted were informed on 20 January 2026.
- 3.7 The consultation ran between 26 January 2026 and 9 March 2026, including three public meetings held on 10 February, 25 February and 4 March. A meeting for staff at the school took place on 26 February.
- 3.8 There were 128 responses on the Your Voice Portal, and 2 submissions received by email. A summary of the 128 responses on the consultation portal is provided below. Only 13 (10%) of the responses strongly agreed or agreed with the Council’s proposals to close the school. 108 (84%) of responses either strongly disagreed or disagreed with the Council’s proposals.

Option	Total	%
Strongly Agree	8	6.3%
Agree	5	3.9%
Neither Agree nor Disagree	6	4.7%
Disagree	10	7.8%
Strongly Disagree	98	76.6%
No Answer	1	0.8%
Total	128	100%

3.9 Reasons provided by responders for opposing the proposals included the following themes:

**The school's history, ethos and educational quality.** Attendees expressed strong attachment to the school and spoke about the qualities that had led them to choose it. The small, family atmosphere, inclusive culture and the particular suitability of the environment for children with additional needs were all highlighted. Consultees noted that outcomes at the school had historically been strong and that the school had provided a high standard of education. A number of respondents reflected on family members across different generations having attended the school. The school's status as the oldest primary school in Brighton was frequently cited, and a number of respondents reflected on family connections spanning multiple generations.

The school's identity as a non-faith, secular school in a central location was also highlighted as a distinctive and valued feature, particularly by families for whom this had been an important factor in choosing it. Many respondents emphasised the school's diversity and its creative spirit as qualities that set it apart from other provision in the city, and noted that it is the only non-faith, centrally located primary school in Brighton. For a number of families these characteristics had been the decisive reason for choosing the school

**The circumstances leading to the school's current position.** There was a concern that the school's situation had been caused or compounded by events within the school's recent history including protracted employment issues, high staff turnover, and the resulting periods of leadership instability rather than by any inherent unviability of the school or its community. A related but distinct concern was raised about financial oversight: consultees questioned how the school had been permitted to accumulate a significant deficit without earlier intervention, and whether adequate monitoring had been in place at either Local Authority or governing body level. Consultees called for acknowledgement and accountability of the Council's responsibility for its oversight and for greater transparency about the events that had led to this point.

There was also a widely held view that the consultation and closure process had been handled in a way that was rushed and poorly communicated, and that the resulting instability had itself contributed to families leaving the school, further worsening the roll position. Several respondents suggested that the Council's actions may have been short-sighted, and questioned whether the process had been conducted with a view to financial or property

considerations rather than educational ones. Officers acknowledged the depth of feeling expressed and confirmed that lessons would be reflected upon.

**The range of options considered.** There were questions raised at consultation meetings as to whether all alternatives to closure had been fully explored and concern was expressed that parents had not been given sight of the options earlier in the process. Officers explained that the IEB had considered a range of options including federation, academisation and standalone models and confirmed that full details were available through the IEB's published minutes.

A number of respondents also questioned whether the timeframe over which the decision had been developed was sufficient given the significance and permanence of the outcome, and whether further time and active support might have allowed a different picture to emerge.

**Impact on pupils, particularly those with SEND.** Concerns were raised about the disproportionate impact of closure on pupils with special educational needs, and whether alternative schools would be able to replicate the level of support currently provided. Consultees requested that educational psychology support be made available to pupils during the current period of uncertainty, not only at the point of transition. More broadly, respondents highlighted the impact of the closure process on the wellbeing, mental health and educational progress of current pupils, and on the continuity of support for vulnerable families.

**Communication.** A recurring concern was that communication from both the headteacher and the IEB had been insufficient. Parents described feeling uninformed and, in some cases, having had to rely on social media and rumour rather than official communications. Officers acknowledged these concerns and confirmed that IEB minutes were published on the school website.

In addition to the concerns already noted, several respondents specifically highlighted the reassurance given to parents during the autumn term that closure was not imminent, followed shortly afterwards by the announcement of the proposal. This sequence of events was raised as a particular source of hurt and distrust and compounded the broader sense among some consultees that they had not been kept honestly informed.

**The school's city centre location and the loss of provision for central Brighton families.** A significant number of responses raised concerns specific to the school's location and community school status, noting that Middle Street Primary School serves families living in the city centre who depend on a school within walking distance, and that its closure, following that of St Bartholomew's CoE Primary School, represents a further reduction in accessible central provision. Concerns were also raised about the implications for young children being required to travel further, and about the additional pressure this would place on already oversubscribed neighbouring schools. A formal submission from Living Streets Brighton and Hove Group

specifically addressed the active travel and sustainability dimensions of consolidating provision away from where city centre families live.

**The future use of the school site.** A distinct concern raised by several consultees related not to the closure itself but to what would follow from it. Several respondents expressed apprehension that the building would be sold for private development, and some suggested that the site's potential value may have been a factor in the decision to propose closure rather than to pursue alternatives. Calls were made for the building to be retained for community or educational use, and for transparency about the Council's intentions for the site.

**Views in support of closure.** A minority of respondents expressed support for the proposed closure. Those doing so tended to cite the school's financial unviability and low pupil numbers as the principal reasons, and some acknowledged the sadness of the situation whilst nonetheless concluding that closure was inevitable given current circumstances. The importance of ensuring the sustainability of other schools across the city was also a factor for support.

**Community readiness and the potential for recovery.** A number of respondents offered a more forward-looking perspective, contending that the conditions for a genuine recovery were now in place. They noted that the current parent community was positive, engaged and actively committed to rebuilding the school's reputation. Evidence of wider community and business goodwill was cited in support of this view, with respondents pointing to practical support already secured from local organisations as an indication of the confidence that existed in the school's potential.

Respondents in this group argued that the school's one form entry size meant that supporting its continuation would not come at a cost to other provision in the city, and that a successful recovery story could have significant value both for the school's community and for the Council's wider standing. Some expressed concern that the decision was being made before sufficient time had been allowed to test whether the school could turn its position around under the current leadership arrangements.

**Local authority capability and the quality of support provided to the school.** Concerns were raised, informally and on the basis of partial knowledge, about the adequacy of support provided by BHCC to the school in managing a complex set of circumstances over an extended period. Questions were raised about the capability and capacity of officers to support schools facing serious employment and safeguarding matters and whether the advice and guidance available to the school had been consistent with national frameworks and sufficient to enable the school to manage the situation safely and effectively.

It was also suggested that the volume and nature of complaints experienced by the school had been exacerbated by the circumstances described, and that the school had not been given the level of support it needed to manage those complaints within other exceptional pressures.

## **School Context**

- 3.10 In order to address serious concerns about governance and finances, the Council appointed an Interim Executive Board (IEB) in June 2025 to replace the Governing Board of Middle Street Primary School to address serious concerns about governance and finances. The IEB worked intensively over a period of several months to assess the school's position and identify a viable way forward. At its meeting on 16 December 2025, the IEB considered a range of options for the school's future, including continuing as a standalone primary school, joining a Multi-Academy Trust (MAT), forming a federation with another local school under a range of leadership structures, and recommending closure to the Council. Having assessed each option against the school's financial position and admission projections, the IEB voted at that stage to pursue federation as the preferred route to securing the school's future, with a restructured leadership model intended to reduce costs while maintaining educational quality.
- 3.11 However, in the weeks that followed, the school experienced a rapid and significant loss of pupils, driven in part by rumours circulating in the community about the possibility of closure. By January 2026, 42 children had left since the start of the academic year and only three first-preference applications had been received for September 2026, against a planned admission number of 30. The IEB met on 15 January 2026 to consider this changed position. Members noted that the financial model underpinning the December federation plan was dependent on a minimum intake of 15 Reception pupils each year and no further significant losses in other year groups; the January number on roll figures made this untenable.
- 3.12 Having considered the financial implications and all relevant risk factors, the IEB unanimously agreed that the school was no longer financially viable and recommended that the Council launch a consultation on closure with effect from 31 August 2026. All IEB members acknowledged this to be a regrettable but necessary decision.
- 3.13 Middle Street Primary School has the capacity to admit 210 pupils. In the January 2026 census, the school had 141 pupils on roll across Reception to Year 6, but since the announcement of the public consultation on the closure of the school on 26 January the numbers on roll have decreased to 71 pupils.

## **Reasons to propose to close the school**

- 3.14 The Council acknowledges the level of concern in response to these proposals. Nonetheless it is recommended to proceed with publishing a statutory notice to close Middle Street Primary School on 31 August 2026. Closure is considered necessary for the reasons set out below.
- 3.15 The school is currently operating with a significant budget deficit. The forecast deficit for 2025/2026 is in the region of £400k and the school is currently unable to forecast reaching a balanced budget position in the longer term. The declining enrolment, combined with increasing costs and

this challenging budget position, means the school faces an unsustainable financial situation that severely limits its ability to continue operating effectively.

- 3.16 The school has capacity for 210 pupils, but at the end of February half-term have 71 pupils on roll, representing a significant level of surplus places. With pupil numbers in the city projected to fall further, there is no credible financial plan that demonstrates the school returning to a sustainable budget position.

School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5
Middle Street Primary – current pupil numbers	7	5	9	9	11	3

*There are 27 pupils in Year 6 that will be transitioning to secondary schools in September 2026.*

- 3.17 The IEB appointed specifically to assess the school’s position and explore options for recovery, concluded after seven months that critical risk factors severely limit the school’s ability to recover and that closure is the only viable course of action.

### **Pupils Requiring Alternative Places**

- 3.18 The Council is confident that there is sufficient capacity to accommodate pupils requiring alternative places, if the school is to close. While school places potentially fluctuate on a daily basis as at January 2026, there are 534 available spaces in schools within 1.5 miles of Middle Street Primary School, with availability across all year groups as set out in the table below:

School	(Metres )	(Miles)	R	1	2	3	4	5
St Paul's CE Primary School	613.65	0.38	7	11	11	14	7	0
St Mary Magdalen's RC School	757.05	0.47	5	9	3	6	6	1
Carlton Hill Primary School	1136.81	0.71	1	0	0	0	0	0
Queens Park Primary School	1548.39	0.96	26	8	27	19	16	15
Brunswick Primary School	1576.36	0.98	10	19	6	14	19	24
Stanford Junior School	1762.99	1.10	~	~	~	11	39	2
Hove Junior School - Holland Rd	1765.93	1.10	~	~	~	4	13	23

West Hove Infant School - Holland Road	1766.30	1.10	6	1	16	~	~	~
Stanford Infant School	2136.59	1.33	1	17	24	~	~	~
St Luke's Primary School	2166.30	1.35	0	0	0	2	0	3
Elm Grove Primary School	2211.32	1.37	7	2	0	10	3	2
Fairlight Primary School	2247.32	1.40	9	3	0	7	6	4
Downs Infant School	2338.95	1.45	1	0	10	~	~	~
St Martin's CE Primary School	2393.53	1.49	2	2	9	8	0	3

*(Year 6 pupils are in their final year and expected to transition to secondary school in September 2026)*

- 3.19 Parents who have not applied by the end of the Spring Term for a new school place will be contacted by Schools Admissions Team and asked to submit preferences for new school places. Any families who have already applied for Reception places at Middle Street Primary School will be contacted about the consultation and supported to change preferences.
- 3.20 Children with Education, Health and Care Plans will be contacted by a nominated SEN Casework Officer in order that an annual review can take place and consideration can be given to identifying a new education setting for September 2026.

### **Pupils with Special Educational Needs**

- 3.21 There are currently 8 pupils (Reception – Year 5) with an Education, Health and Care Plan (EHCP) which is 11% of the current school population. Pupils in Year 6 with EHCPs will be picked up through phased transfers to secondary school.
- 3.22 Through the consultation concerns have been expressed about how other schools will be able to meet the special educational needs of pupils, how these pupils will cope with a transition to another school and whether any receiving school would put in place appropriate interventions to support them.
- 3.23 All pupils with EHCPs will have an individual annual review to inform the decision about future provision. Pupils who are currently undergoing statutory assessment will see no disruption to that process as a result of the proposal to close the school. Evidence collected for pupils in advance of a formal request for statutory assessment will be made available to a receiving school and will be taken into consideration when considering what the appropriate next steps might be to meet a pupil's needs.

- 3.24 The Council is confident that the needs of all pupils can be met within other mainstream settings, subject to updated information obtained during the annual review process. Dedicated support from a senior SEN Casework Officer and Team Manager will oversee the transfer of pupils known to the Council's SEN service.

### **Supporting Transition**

- 3.25 A transition support group will be established, including educational psychologists and admissions staff, to assist families in selecting schools and to support pupils through transitions. This group will work closely with the existing Middle Street Primary School staff and staff at receiving schools to ensure the transition of pupils is managed in a child-centered, caring and considered way.
- 3.26 Information on pupils' needs and on strategies and interventions that work to support pupils in learning will be made available to receiving schools and staff will be encouraged to discuss individual pupils as part of the transition process.
- 3.27 All schools in the city will be reminded of their role in supporting the children who need to move school.

### **Impact on the Community**

- 3.28 The Council recognises that the proposed closure of Middle Street Primary School will have a significant impact on the school community. For pupils, families and staff, the school is not just an educational setting but an important part of their lives and the local area. The closure of any school affects the wider community, and the Council understands the sense of loss and uncertainty this proposal creates.
- 3.29 Middle Street Primary School has a long and significant history in the heart of Brighton. The first school on the Middle Street site was established in 1807 as the Union Charity School for Boys, with a girls' school joining in 1809, making it one of the oldest school sites in the city. The school's location in central Brighton has meant it has historically served a diverse community, including families from a wide range of backgrounds, and has been particularly valued by families of children with additional needs and those who have benefited from its inclusive and nurturing ethos.
- 3.30 During the public consultations, attendees at the meetings spoke with considerable feeling about the school's qualities and its importance to them. Many families described making a deliberate choice to send their children to Middle Street Primary School precisely because of its small, family feel and its supportive environment, qualities they felt were not easily replicated in larger settings. The school's recent investment in its physical environment, including a new playground, rain garden and solar panels, was highlighted by a number of attendees as evidence of commitment to the school's future, and several expressed frustration that this investment had been made so shortly before the proposal to close.

- 3.31 The Council recognises that Middle Street Primary School has provided a high standard of education to many children over many years, and that its closure represents a genuine loss for those who have been part of its community. The Year 6 cohort in particular were noted, both by the IEB and by consultation attendees, as a strong, cohesive group — a reflection of the commitment shown by pupils and their families during what has been a period of significant staffing instability, including considerable teacher turnover across Years 4, 5 and 6.
- 3.32 The consultation process has been designed to ensure that all voices are heard and that the full range of impacts, educational, social and emotional, are properly understood and considered before any final decision is taken.
- 3.33 The timing of the statutory school admissions process created particular difficulties during the period of uncertainty surrounding the school's future. Parents were required to submit offers of places in accordance with the School Admissions Code, at a point when the outcome of the consultation had not yet been determined. Faced with that uncertainty, a number of families made the understandable decision to secure places at alternative schools, accelerating the decline in pupil numbers at a time when the roll was already under significant pressure. This dynamic, whilst an unavoidable consequence of the interaction between the statutory proposal process and the admissions process, contributed to a further deterioration in the school's forward financial position.

### **Staffing**

- 3.34 Should the school close, staff jobs will be at risk. Of the 35 staff posts at the school, 21 staff qualify for redundancy. Estimated redundancy costs are £156,289.88 at basic statutory rates, or £271,633.00 with enhancement for staff under 55, plus additional pension costs for a small number of staff to be calculated.
- 3.35 The Council will strongly recommend that should the school close, the staff affected be given the opportunity to be considered for roles in other schools prior to any recruitment process those schools may undertake. Individual HR support will be made available to staff, including access to the employee assistance programme and support with redeployment opportunities.
- 3.36 A seven-week staff redundancy consultation is running from 9 February to 27 March 2026, with HR and Union support throughout.
- 3.37 Staff who are made redundant will receive their relevant entitlements depending on the role they hold at the school and their levels of continuous service.

### **Accommodation**

- 3.38 As a community school, the school building and land are the responsibility of

the Council. Security plans will be developed for the site from 31 August 2026, alongside arrangements for asset distribution and records storage.

## **Travel**

- 3.39 The government guidance outlines that when proposing to close a school, decision makers should consider whether the proposal will result in unreasonably long journey times or increased travel costs for local authorities or families, as well as any increase in the use of motor vehicles which is likely to result from the discontinuance of the school.
- 3.40 The Council is unable to forecast what preferences parents will have for alternative schools for their children to attend. Most families will be able to choose a school within a reasonable walking distance from Middle Street Primary School given the number of places available in nearby schools.
- 3.41 The Council's Home to School transport policy reflects the legislation and sets out that the Council has a duty to provide assistance with transport for children of compulsory school age between home and school if the child is under the age of 8 and lives more than two miles from their nearest suitable school, or the child is aged between 8 and 16 years and lives more than three miles from their nearest suitable school. Families may therefore be eligible for transport assistance from the Council, depending on their circumstances and once a new school place is known.

## **4. Analysis and consideration of alternative options**

- 4.1 The Council could propose not closing Middle Street Primary School or could propose to close the school over a longer period.
- 4.2 The viability of alternative options to closure are considerably diminished by the current financial position of the school and the numbers of children on roll. The IEB, which was specifically appointed to address the school's financial and governance challenges and to explore options for recovery, concluded after seven months that critical risk factors severely limit the school's ability to recover.
- 4.3 The IEB's assessment was thorough and considered a number of specific alternatives before reaching its conclusion. These included: maintaining the school as a standalone primary with a substantive headteacher; joining a Multi-Academy Trust (MAT), which was assessed as unviable given the scale of the existing deficit; and two models of federation with another local primary school – one retaining a full-time Headteacher and one restructuring to a part-time Executive Headteacher and Head of School arrangement to reduce costs. The IEB also considered different models of school organisation based on different numbers of classes. In particular the IEB considered a four-class school structure and assessed whether this could deliver a financially balanced position over a five year period. While such a model was judged potentially viable by 2028 under optimal conditions, it would have required full classes, capped staffing costs, and a minimum annual Reception intake of 15 pupils, conditions that could not be met given

the pupil numbers recorded in January 2026. The IEB concluded that there was no alternative to closure which offered a credible and sustainable future for the school.

- 4.4 It is reasonable to assume that the risk of greater costs to the Council's General Fund will rise should the school remain open longer. It can reasonably be expected that if a longer closure period were agreed, more families would move their children to alternative schools as the revised closure date approaches, further compounding the school's viability. Therefore, an alternative closure timetable or a proposal not to close the school are not considered appropriate.
- 4.5 By not reducing the number of surplus places in the city in the longer term, school occupancy rates will not increase, meaning that school budgets will remain lower and this may make more schools less viable. Schools are more likely to be able to balance their budgets if operating with full, or close to full, forms of entry.

## **5. Community engagement and consultation**

- 5.1 The Council undertook a consultation exercise between 26 January and 9 March 2026. Three public meetings were held on 10 February, 25 February and 4 March 2026. A meeting with staff took place on 26 February. Ward Councillors and unions were notified on 19 January 2026, and staff, parents, headteachers, the DfE Regional Schools Commissioner and Ofsted were informed on 20 January 2026.
- 5.2 The online consultation response form received 128 responses and 2 direct responses to the Council by email. A summary of all responses is provided above, and the full responses will be made available to Cabinet members for their consideration.
- 5.3 It will be apparent that this report is published within three days of the consultation closing. By way of reassurance this is because officers have worked to absorb and consider responses as they came in during the consultation, and therefore there were only a reduced number of responses to consider following the closure of the consultation period. All responses received have been fully considered before the drafting of this report was completed.

## **6. Financial implications**

- 6.1 School budgets are determined in accordance with criteria set by the government and school funding regulations dictate that the vast majority (over 90% in 2025/26) of the delegated schools block of funding is allocated through pupil-led factors. This means schools with falling pupil numbers are likely to see reductions in their annual budgets.
- 6.2 Middle Street Primary School is currently operating with a licensed deficit, and it is expected that there will be a deficit in the region of £400k at the end

of the 2025/26 financial year. With rapidly declining pupil numbers it is likely that this deficit will escalate further in subsequent years.

- 6.3 Where a local authority-maintained school has a deficit at the point at which the school closes this will be a charge to the Council's General Fund. There will also likely be additional costs relating to redundancies and pensions that would result in further costs to the Council's general fund. The Council is making provision for this expenditure as part of its 2026/27 financial modelling.
- 6.4 By reducing the number of surplus places in the city in the longer term there is an expectation that school occupancy rates will increase meaning that school budgets generally are more sustainable. Schools are more likely to be able to balance their budgets if operating with full, or close to full, forms of entry.

Name of finance officer consulted: Steve Williams      Date consulted:  
25/02/2026

## **7. Legal implications**

- 7.1 In order to achieve any reorganisation of school provision the council must comply with School Organisation legislation, the Education and Inspections Act 2006 (EIA), associated regulations, and statutory guidance published by the Department for Education "Opening and closing maintained schools, Statutory guidance for proposers and decision makers, January 2023". Both the legislation and guidance set out the steps which the council must take before making any decisions on proposals to reorganise school provision.
- 7.2 In accordance with Section 15 of the Education and Inspections Act 2006 ("the EIA 2006") (as amended) and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 ("the Regulations"), a formal consultation exercise has now been carried out with all interested parties. If the decision is taken to proceed with the proposed closure of Middle Street Primary School following this consultation, a statutory notice must be published. Publication of the notice triggers a four-week period of representation during which interested parties are able to comment on the proposal. At the end of this representation period a further report will be taken to Full Council for a final decision on closure.
- 7.3 In taking decisions the Council must act lawfully, including acting within its powers and following its own procedures as well as those required by law. The Council must ensure that all required consultations are properly undertaken in accordance with relevant law and guidance. It must make rational, evidence-based decisions, take into account all relevant considerations, act for a proper purpose, and be properly reasoned.
- 7.4 The Council is required to have 'due regard' to the duties set out in Section 149 of the Equality Act 2010 (the Public Sector Equality Duty) in determining the proposal. In order to comply with the public sector equality duty the Committee should have due regard to the analysis of the impact upon those

affected by the proposal who have protected characteristics under the Act. This is summarised within the EIA template and the body of the report. Recent government guidance indicates that the general duty requires decision-makers to have due regard to advance equality of opportunity and foster good relations in relation to activities such as providing a public service. As indicated in recent government guidance the duty does not dictate a particular outcome. The level of “due regard” considered sufficient in any particular context depends on the facts. The duty should always be applied in a proportionate way depending on the circumstances of the case and the seriousness of the potential equality impacts on those with protected characteristics.

- 7.5 The Council is the employer of staff engaged at its community schools. It must take further advice to ensure compliance with employment law if staff become affected by these proposals.

Name of lawyer consulted: Serena Kynaston Date consulted: 24/02/2026:

## **8. Equalities Implications**

- 8.1 When contemplating school closure, the Council must have “due regard” to the duties set out in Section 149 of the Equalities Act 2010 (the Public Sector Equality Duty). This requires the Council to consider how any decision to close might affect people who are protected under the Equality Act.
- 8.2 This report is accompanied by an Equalities Impact Assessment (Appendix 2).
- 8.3 Pupils with Education, Health and Care Plans (EHCPs) are being supported by a dedicated transition support team and their individual transition arrangements are ongoing.
- 8.5 The consultation process has been designed to be accessible to all members of the school community, including support for families where English is not their first language, and for those whose children have special educational needs. Further engagement with affected groups will inform the full Equality Impact Assessment to be presented in May.

## **9. Sustainability Implications**

- 9.1 The proposal to close Middle Street Primary School could affect the length of journey families need to undertake to take their children to school. This could have an impact on the use of private vehicles or the number of journeys undertaken on public transport.
- 9.2 However, given the availability of a significant number of places in schools within close proximity to Middle Street Primary School, it is expected that the majority of families will be able to access an alternative school without significantly extending their journey. Schools are expected to have a School Travel Plan and it would be expected that schools receiving pupils as a

result of a decision to close the school are supported to amend these to take account of the changes that occur.

- 9.3 Due consideration will be given to the circumstances of any families who apply for transport assistance once their child has been allocated a new school place.

## **10. Conclusion**

- 10.1 The Council has undertaken a public consultation on proposals to close Middle Street Primary School on 31 August 2026.
- 10.2 A total of 128 responses were received via the Your Voice consultation portal, together with 2 direct responses to the Council. The majority of replies disagree with the proposals and raised concerns as set out in 3.9 above.
- 10.3 As of February 2026, the school will be operating with 71 pupils on roll, against a capacity of 210, with pupil numbers projected to fall further by Easter.
- 10.4 The school is forecasting a deficit in the region of £400k for 2025/2026 and there is no credible financial plan that demonstrates the school returning to a balanced budget position.
- 10.5 The IEB, appointed specifically to assess the school's viability and explore recovery options, concluded after seven months that the school does not have a viable future and recommended closure. The absence of a viable financial recovery plan and the continued fall in pupil numbers mean any alternative to closure would require additional and ongoing support from the Council.
- 10.6 In recommending that the school closes, the Council is committed to supporting all pupils to find alternative school places, be supported to attend schools if their circumstances mean they are entitled to transport assistance, and to work with receiving schools to meet the needs of the children. A transition support group will be established, and the Council will clearly state its expectations of receiving schools so as to minimise the impact on children having to attend another school.
- 10.7 There are 534 available places within 1.5 miles of Middle Street Primary School and the Council are confident that sufficient capacity exists across the city to accommodate all pupils.
- 10.8 If the recommendations in this report are agreed, a statutory representation period of four weeks will run between 8 April 2026 and 5 May 2026, during which time any person may make further comments on the proposal. Once any further comments are considered a further report will be brought to Full Council on 21 May 2026, at which a final decision will be made.

## **Supporting Documentation**

### **Appendices**

- Appendix 1 Primary School Place Forecast
- Appendix 2 Initial Equalities Impact Assessment
- Appendix 3 Draft Statutory Notice
- Appendix 4 Draft Full Proposal Information
- Appendix 5 Summary of Consultation Phase Responses

Date of Birth / school year	School yr in Sept 2026	Grand Total all planning areas from 2025 data	pupils likely to want a school place based on 90% of GP reg data	Permanent places in Year R in 2026	Surplus places or shortfall of places	Comparison with 2024 data	
<b>All planning Areas</b>						Surplus places or shortfall of places	Number of surplus places have risen
places in each school year from Sept 2026							
places in each school year from Sept 2027							
01 September 15 to 31 August 16	6	2,893	2,604				
01 September 16 to 31 August 17	5	2,741	2,467				
01 September 17 to 31 August 18	4	2,623	2,361				
01 September 18 to 31 August 19	3	2,472	2,225				
01 September 19 to 31 August 20	2	2,409	2,168				
01 September 20 to 31 August 21	1	2,246	2,021	2,550			
01 September 21 to 31 August 22	<b>R</b>	2,194	1,975	2,415	440	467	-26
01 September 22 to 31 August 23	<b>2027</b>	1,974	1,777	2,430	653	623	31
01 September 23 to 31 August 24	<b>2028</b>	2,080	1,872	2,430	558	558	0
01 September 24 to 31 August 25	<b>2029</b>	2,054	1,849	2,430	581		

Date of Birth / school year	School yr in Sept 2026	Portslade	Central Hove	West Blatchington and North Hangleton	Central City	Patcham	City East	The Deans	City North	TOTALS
<b>All planning Areas</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
places in each school year from Sept 2026		<b>240</b>	<b>630</b>	<b>90</b>	<b>450</b>	<b>150</b>	<b>450</b>	<b>225</b>	<b>180</b>	<b>2415</b>
places in each school year from Sept 2027		<b>240</b>	<b>660</b>	<b>90</b>	<b>450</b>	<b>150</b>	<b>450</b>	<b>210</b>	<b>180</b>	<b>2430</b>
01 September 15 to 31 August 16	6	212	699	112	526	182	425	229	221	2604
01 September 16 to 31 August 17	5	225	636	95	459	162	458	221	211	2467
01 September 17 to 31 August 18	4	221	663	93	455	163	392	192	182	2361
01 September 18 to 31 August 19	3	216	572	103	433	136	394	191	180	2225
01 September 19 to 31 August 20	2	185	573	82	420	143	419	163	183	2168
01 September 20 to 31 August 21	1	185	544	72	416	122	362	150	171	2021
01 September 21 to 31 August 22	<b>R</b>	177	541	76	354	135	357	173	162	1975
01 September 22 to 31 August 23	<b>2027</b>	158	496	66	354	95	346	129	135	1777
01 September 23 to 31 August 24	<b>2028</b>	170	495	58	372	124	386	120	148	1872
01 September 24 to 31 August 25	<b>2029</b>	158	536	66	352	92	360	128	157	1849

Percentage of Surplus places										
Date of Birth / school year	School year in Sept 2026	Portslade	Central Hove	West Blatchington and North Hangleton	Central City	Patcham	City East	The Deans	City North	TOTALS
<b>All planning Areas</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	
01 September 14 to 31 August 15	6									
01 September 15 to 31 August 16	5									
01 September 16 to 31 August 17	4									
01 September 17 to 31 August 18	3									
01 September 18 to 31 August 19	2									
01 September 19 to 31 August 20	1									
01 September 20 to 31 August 21	<b>R</b>	26%	14%	16%	21%	10%	21%	23%	10%	18%
01 September 21 to 31 August 22	<b>2027</b>	34%	25%	27%	21%	37%	23%	39%	25%	27%
01 September 22 to 31 August 23	<b>2028</b>	29%	25%	36%	17%	17%	14%	43%	18%	23%
01 September 23 to 31 August 24	<b>2029</b>	34%	19%	27%	22%	39%	20%	39%	13%	24%

Date of Birth / school year	School year in Sept 2026	BN41 1	BN41 2				Comparison with 2024 data	
<b>1 Portslade</b>		Benfield Primary St Marys Primary	Brackenbury Primary St Nicolas Primary Mile Oak Primary Peter Gladwin Pri	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	Surplus places or shortfall of places based on 2024 data	Number of surplus places have risen fallen between 2024 and 2025
places in each school year from Sept 2026		<b>60</b>	<b>180</b>	<b>240</b>				
places in each school year from Sept 2027		<b>60</b>	<b>180</b>	<b>240</b>				
01 September 15 to 31 August 16	6	63	172	235	212			
01 September 16 to 31 August 17	5	75	175	250	225			
01 September 17 to 31 August 18	4	77	168	245	221			
01 September 18 to 31 August 19	3	67	173	240	216			
01 September 19 to 31 August 20	2	61	145	206	185			
01 September 20 to 31 August 21	1	67	139	206	185			
01 September 21 to 31 August 22	<b>R</b>	57	140	197	177	63	65	<b>-2</b>
01 September 22 to 31 August 23	<b>2027</b>	52	123	175	158	83	74	9
01 September 23 to 31 August 24	<b>2028</b>	48	141	189	170	70	75	<b>-5</b>
01 September 24 to 31 August 25	<b>2029</b>	55	121	176	158	82		

Date of Birth / school year	School year in Sept 2026	BN3 1	BN3 2	BN3 3	BN3 4	BN3 5	BN3 6	BN3 7				Comparison with 2024 data	
<b>2 Central Hove</b>		West Hove Infant @Holland Road Hove Juniors Holland Road Brunswick Primary		St Andrews Primary		West Hove Infant Hove Junior	Cottesmore Primary Bilingual Primary School	Aldrington Primay Goldstone Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	Surplus places or shortfall of places based on 2024 data	Number of surplus places have risen fallen between 2024 and 2025
places in each school year from Sept 2026		<b>120</b>		<b>90</b>		<b>120</b>	<b>150</b>	<b>150</b>	<b>630</b>				
places in each school year from Sept 2027		<b>150</b>		<b>90</b>		<b>120</b>	<b>150</b>	<b>150</b>	<b>660</b>				
01 September 15 to 31 August 16	6	99	40	96	70	165	150	157	777	699			
01 September 16 to 31 August 17	5	71	41	125	92	113	118	147	707	636			
01 September 17 to 31 August 18	4	100	39	107	62	151	137	141	737	663			
01 September 18 to 31 August 19	3	78	40	99	66	117	136	100	636	572			
01 September 19 to 31 August 20	2	81	35	92	72	132	97	128	637	573			
01 September 20 to 31 August 21	1	78	33	86	55	121	116	115	604	544			
01 September 21 to 31 August 22	<b>R</b>	67	38	114	67	127	94	94	601	541	89	125	<b>-35</b>
01 September 22 to 31 August 23	<b>2027</b>	60	46	95	53	117	79	101	551	496	164	176	<b>-12</b>
01 September 23 to 31 August 24	<b>2028</b>	66	53	94	51	116	74	96	550	495	165	154	11
01 September 24 to 31 August 25	<b>2029</b>	103	55	114	53	118	57	96	596	536	124		

Date of Birth / school year	School year in Sept 2026	BN3 8				Comparison with 2024 data	
<b>3 West Blatchington and North Hangleton</b>		Hangleton Primary West Blatch Prim	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	Surplus places or shortfall of places based on 2024 data	Number of surplus places have risen fallen between 2024 and 2025
places in each school year from Sept 2026		<b>90</b>	<b>90</b>				
places in each school year from Sept 2027		<b>90</b>	<b>90</b>				
01 September 15 to 31 August 16	6	124	124	112			
01 September 16 to 31 August 17	5	105	105	95			
01 September 17 to 31 August 18	4	103	103	93			
01 September 18 to 31 August 19	3	114	114	103			
01 September 19 to 31 August 20	2	91	91	82			
01 September 20 to 31 August 21	1	80	80	72			
01 September 21 to 31 August 22	<b>R</b>	84	84	76	14	18	<b>-4</b>
01 September 22 to 31 August 23	<b>2027</b>	73	73	66	24	31	<b>-7</b>
01 September 23 to 31 August 24	<b>2028</b>	64	64	58	32	31	<b>1</b>
01 September 24 to 31 August 25	<b>2029</b>	73	73	66	24		

Date of Birth / school year	School year in Sept 2026	BN1 2	BN1 3	BN1 5	BN1 1	BN1 4	BN1 6	BN1 7				Comparison with 2024 data	
<b>4 Central City</b>			St Mary Mags Prim St Pauls Primary	Stanford Infant Stanford Junior Westdene Primary	Middle Street Primary		Downs Infant Downs Junior Balfour Primary St Bernadettes Pri	Hertford Infant Hertford Junior St Josephs Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	Surplus places or shortfall of places based on 2024 data	Number of surplus places have risen fallen between 2024 and 2025
places in each school year from Sept 2026			<b>60</b>	<b>120</b>	<b>30</b>		<b>210</b>	<b>30</b>	<b>450</b>				
places in each school year from Sept 2027			<b>60</b>	<b>120</b>	<b>30</b>		<b>210</b>	<b>30</b>	<b>450</b>				
01 September 15 to 31 August 16	6	28	71	116	13	61	184	111	584	526			
01 September 16 to 31 August 17	5	29	45	108	11	54	173	90	510	459			
01 September 17 to 31 August 18	4	24	76	98	7	40	172	89	506	455			
01 September 18 to 31 August 19	3	20	56	99	6	54	171	75	481	433			
01 September 19 to 31 August 20	2	25	58	96	8	43	147	90	467	420			
01 September 20 to 31 August 21	1	18	57	103	7	43	140	94	462	416			
01 September 21 to 31 August 22	<b>R</b>	24	51	76	≤5	26	148	68	393	354	96	77	19
01 September 22 to 31 August 23	<b>2027</b>	17	48	86	≤5	43	119	80	393	354	96	69	27
01 September 23 to 31 August 24	<b>2028</b>	25	58	67	9	42	146	66	413	372	78	56	22
01 September 24 to 31 August 25	<b>2029</b>	19	65	83	9	54	100	61	391	352	98		

Date of Birth / school year	School year in Sept 2026	BN1 8				Comparison with 2024 data	
<b>5 Patcham</b>		Patcham Infant Patcham Junior Carden Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	Surplus places or shortfall of places based on 2024 data	Number of surplus places have risen fallen between 2024 and 2025
places in each school year from Sept 2026		<b>150</b>	<b>150</b>				
places in each school year from Sept 2027		<b>150</b>	<b>150</b>				
01 September 15 to 31 August 16	6	202	202	182	<b>-32</b>		
01 September 16 to 31 August 17	5	180	180	162	<b>-12</b>		
01 September 17 to 31 August 18	4	181	181	163	<b>-13</b>		
01 September 18 to 31 August 19	3	151	151	136	14		
01 September 19 to 31 August 20	2	159	159	143	7		
01 September 20 to 31 August 21	1	135	135	122	29		
01 September 21 to 31 August 22	<b>R</b>	150	150	135	15	22	<b>-7</b>
01 September 22 to 31 August 23	<b>2027</b>	105	105	95	56	58	<b>-3</b>
01 September 23 to 31 August 24	<b>2028</b>	138	138	124	26	31	<b>-5</b>
01 September 24 to 31 August 25	<b>2029</b>	102	102	92	58		

Date of Birth / school year	School year in Sept 2026	BN2 0	BN2 1	BN2 2	BN2 3	BN2 5	BN2 9				Comparison with 2024 data	
<b>6 City East</b>		Queens Park Pri St John the Baptist Primary			Elm Grove Primary Fairlight Primary St Martins Primary	St Marks Primary City Academy Whitehawk	Carlton Hill Primary St Lukes Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	Surplus places or shortfall of places based on 2024 data	Number of surplus places have risen fallen between 2024 and 2025
places in each school year from Sept 2026		90			150	90	120	450				
places in each school year from Sept 2027		90			150	90	120	450				
01 September 15 to 31 August 16	6	60	52	≤5	96	131	133	472	425			
01 September 16 to 31 August 17	5	58	65	≤5	98	155	133	509	458			
01 September 17 to 31 August 18	4	49	44	≤5	75	145	123	436	392			
01 September 18 to 31 August 19	3	39	49	≤5	97	123	130	438	394			
01 September 19 to 31 August 20	2	51	52	≤5	85	149	128	465	419			
01 September 20 to 31 August 21	1	45	38	≤5	84	109	126	402	362			
01 September 21 to 31 August 22	R	43	48	≤5	82	117	107	397	357	93	74	19
01 September 22 to 31 August 23	2027	34	56	≤5	69	124	101	384	346	104	88	16
01 September 23 to 31 August 24	2028	50	54	≤5	95	115	115	429	386	64	68	-4
01 September 24 to 31 August 25	2029	35	58	≤5	98	106	103	400	360	90		

Date of Birth / school year	School year in Sept 2026	BN2 6	BN2 7	BN2 8				Comparison with 2024 data		
<b>7 The Deans</b>		Rudyard Kipling Pri Woodingdean Prim	Our Lady of Lourdes Pri St Margarets Pri	Saltdean Primary	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	Surplus places or shortfall of places based on 2024 data	Number of surplus places have risen fallen between 2024 and 2025	
places in each school year from Sept 2026		105	60	60	225					
places in each school year from Sept 2027		90	60	60	210					
01 September 15 to 31 August 16	6	117	37	100	254	229				
01 September 16 to 31 August 17	5	129	32	85	246	221				
01 September 17 to 31 August 18	4	109	30	74	213	192				
01 September 18 to 31 August 19	3	102	33	77	212	191				
01 September 19 to 31 August 20	2	94	19	68	181	163				
01 September 20 to 31 August 21	1	89	22	56	167	150				
01 September 21 to 31 August 22	R	96	29	67	192	173	52	60	-8	
01 September 22 to 31 August 23	2027	72	18	53	143	129	81	95	-14	
01 September 23 to 31 August 24	2028	61	18	54	133	120	90	108	-18	
01 September 24 to 31 August 25	2029	74	16	52	142	128	82			

Date of Birth / school year	School year in Sept 2026	BN1 9	BN2 4				Comparison with 2024 data		
<b>8 City North</b>		Coldean Primary	Bevendean Primary Coombe Rd Primary Moulsecoomb Prim	TOTALS	pupils likely to want a school place based on 90% of GP reg data	Surplus places or shortfall of places	Surplus places or shortfall of places based on 2024 data	Number of surplus places have risen fallen between 2024 and 2025	
places in each school year from Sept 2026		60	120	180					
places in each school year from Sept 2027		60	120	180					
01 September 15 to 31 August 16	6	60	185	245	221				
01 September 16 to 31 August 17	5	63	171	234	211				
01 September 17 to 31 August 18	4	66	136	202	182				
01 September 18 to 31 August 19	3	60	140	200	180				
01 September 19 to 31 August 20	2	53	150	203	183				
01 September 20 to 31 August 21	1	48	142	190	171				
01 September 21 to 31 August 22	R	44	136	180	162	18	27	-9	
01 September 22 to 31 August 23	2027	35	115	150	135	45	32	13	
01 September 23 to 31 August 24	2028	44	120	164	148	32	35	-3	
01 September 24 to 31 August 25	2029	48	126	174	157	23			

## General Equality Impact Assessment (EIA) Form

### Support:

An [EIA toolkit](#), [workshop content](#), and guidance for completing an [Equality Impact Assessment \(EIA\) form](#) are available on the [EIA page](#) of the [EDI Internal Hub](#). Please read these before completing this form.

For enquiries and further support if the toolkit and guidance do not answer your questions, contact the Equality, Diversity, and Inclusion (EDI) team by emailing [Equalities@Brighton-Hove.gov.uk](mailto:Equalities@Brighton-Hove.gov.uk). If your request is urgent, please mention this in the subject line of your email so we can support as required.

### Processing Time:

- EIAs can take up to 10 business days to approve after a completed EIA of a good standard is submitted to the EDI Team. This is not considering unknown and unplanned impacts of capacity, resource constraints, and work pressures on the EDI team at the time your EIA is submitted.
- If your request is urgent, we can explore support exceptionally on request.
- We encourage improved planning and thinking around EIAs to avoid urgent turnarounds as these make EIAs riskier, limiting, and blind spots may remain unaddressed for the 'activity' you are assessing.

### Process:

- Once fully completed, submit your EIA to the Equalities team by emailing the Equalities inbox and copying in your Head of Service, Business Improvement Manager (if one exists in your directorate), any other relevant service colleagues to enable EIA communication, tracking and saving.
- Your EIA will be reviewed, discussed, and then approved by the assigned EDI Officer and after seeking additional approval as appropriate for your EIA.
- Only approved EIAs are to be attached to Committee reports. Unapproved EIAs are invalid.

### 1. Assessment details

Throughout this form, 'activity' is used to refer to many different types of proposals being assessed.

Read the [EIA toolkit](#) for more information.

<b>Name of activity or proposal being assessed:</b>	<b>Proposed Closure of Middle Street Primary School</b>
<b>Directorate:</b>	Families, Children and Wellbeing
<b>Service:</b>	Education and Learning
<b>Team:</b>	School Organisation
<b>Is this a new or existing activity?</b>	Existing activity under review – proposed change (closure of an existing school)
<b>Are there related EIAs that could help inform this EIA? Yes or No (If Yes, please use this to inform this assessment)</b>	Yes – EIAs completed for other proposed school closures in Brighton & Hove have been used to inform this assessment.

## 2. Contributors to the assessment (Name and Job title)

<b>Responsible Lead Officer:</b>	Richard Barker, Head of Education
<b>Accountable Manager:</b>	Georgina Clarke-Green, Director - Education & Learning
<b>Additional stakeholders collaborating or contributing to this assessment:</b>	

## 3. About the activity

Briefly describe the purpose of the activity being assessed:

In response to a sustained fall in pupil numbers across Brighton & Hove and a number of local factors, the Council is proposing the closure of Middle Street Primary School. The school has experienced a significant and prolonged decline in pupil numbers which has resulted in a growing budget deficit that is not financially sustainable in the medium to long term. The primary school funding model is predominantly per-pupil, meaning that a school with low numbers cannot generate sufficient income to cover the costs of running a full primary school.

This EIA assesses the potential equality impacts of the proposed closure on: pupils currently attending the school; families of pupils; school staff; prospective pupils and their families; and the wider school community. The EIA has been informed by data from the school census, deprivation indices, SEND records, consultation responses, and engagement with school staff, families, and support services.

What are the desired outcomes of the activity?

To reduce surplus school places in the city in a way that is equitable and sustainable, ensuring the long-term financial viability of the remaining school estate and the quality of education available to all children in Brighton & Hove.

To ensure that every child affected by the closure is supported to secure an appropriate alternative school place that meets their individual needs, and that the transition process is managed with care and proportionate support for all groups, especially those with protected characteristics or intersecting vulnerabilities.

Which key groups of people do you think are likely to be affected by the activity?

Primary school-aged children (aged 4–11) currently attending Middle Street Primary School, including children with Special Educational Needs and Disabilities (SEND) and those with Education, Health and Care Plans (EHCPs).

Families and parents/carers of pupils, including those from Black and Racially Minoritised communities, those for whom English is an additional language, migrant and refugee families, those with disabilities, and those from areas of socio-economic disadvantage.

School staff at risk of redundancy, including teaching and support staff.

Prospective pupils and families who had intended to apply for places at Middle Street Primary School.

The wider school community including community groups that use the school buildings and facilities.

#### 4. Consultation and engagement

What consultations or engagement activities have already happened that you can use to inform this assessment?

- For example, relevant stakeholders, groups, people from within the council and externally consulted and engaged on this assessment. **If no consultation** has been done or it is not enough or in process – state this and describe your plans to address any gaps.

A public consultation on the proposed closure of Middle Street Primary School was conducted from 26<sup>th</sup> January to 9<sup>th</sup> March 2026. During this period, public meetings were held and an online consultation portal was made available. All stakeholders – including other admission authorities in the city, adjoining local authorities, the school's Interim Executive Board, families of children, and any other interested parties – were invited to respond.

Consultation responses inform this EIA. Where specific equality concerns were raised, these have been reflected in the relevant sections below.

Related EIAs completed for previous school closure proposals in Brighton & Hove have also been used to inform this assessment.

#### 5. Current data and impact monitoring

Do you currently collect and analyse the following data to enable monitoring of the impact of this activity? Consider all possible intersections.

(State Yes, No, Not Applicable as appropriate)

Age	Yes
Disability and inclusive adjustments, coverage under equality act and not	Yes
Ethnicity, 'Race', ethnic heritage (including Gypsy, Roma, Travellers)	Yes
Religion, Belief, Spirituality, Faith, or Atheism	Yes
Gender Identity and Sex (including non-binary and Intersex people)	Yes
Gender Reassignment	No
Sexual Orientation	No
Marriage and Civil Partnership	No
Pregnant people, Maternity, Paternity, Adoption, Menopause, (In)fertility (across the gender spectrum)	Yes
Armed Forces Personnel, their families, and Veterans	N/A
Expatriates, Migrants, Asylum Seekers, and Refugees	Yes
Carers	Yes

<b>Looked after children, Care Leavers, Care and fostering experienced people</b>	Yes
<b>Domestic and/or Sexual Abuse and Violence Survivors, and people in vulnerable situations (All aspects and intersections)</b>	Yes
<b>Socio-economic Disadvantage</b>	Yes
<b>Homelessness and associated risk and vulnerability</b>	No
<b>Human Rights</b>	Yes
<b>Another relevant group (please specify here and add additional rows as needed)</b>	No

**Additional relevant groups that may be widely disadvantaged and have intersecting experiences that create exclusion and systemic barriers may include:**

- Ex-offenders and people with unrelated convictions
- Lone parents
- People experiencing homelessness
- People facing literacy, numeracy and /or digital barriers
- People on a low income and people living in the most deprived areas
- People who have experienced female genital mutilation (FGM)
- People who have experienced human trafficking or modern slavery
- People with experience of or living with addiction and/ or a substance use disorder (SUD)
- Sex workers

If you answered “NO” to any of the above, how will you gather this data to enable improved monitoring of impact for this activity?

Where data has not been collected (marked NO above), engagement with the school, and relevant support services has been used to identify potential impacts where possible. Gaps in data collection will be noted to the EDI team and considered in future monitoring arrangements. The transition support group will monitor outcomes for all groups throughout the transition period.

What are the arrangements you and your service have for monitoring, and reviewing the impact of this activity?

Monitoring of outcomes will be conducted through: the transition support group (meeting regularly until all pupils have settled in new schools); tracking of school placement outcomes by the School Admissions Team; SEN Team monitoring of EHCP compliance in receiving schools; HR monitoring of staff redeployment outcomes; and a post-transition review to be completed by October half-term. The EDI team will be notified of this EIA, and it will be logged on the Directorate EIA Tracker for FIAP monitoring.

## 6. Impacts

### Advisory Note:

- **Impact:**
  - Assessing disproportionate impact means understanding potential negative impact (that may cause direct or indirect discrimination) and then assessing the relevance (that is: the potential effect of your activity on people with protected characteristics) and proportionality (that is: how strong the effect is).
  - These impacts should be identified in the EIA and then re-visited regularly as you review the EIA every 12 to 18 months as applicable to the duration of your activity.
- **SMART Actions mean:** Actions that are (SMART = Specific, Measurable, Achievable, Realistic, T = Time-bound)
- **Cumulative Assessment:** If there is impact on all groups equally, complete **only** the cumulative assessment section.
- **Data analysis and Insights:**
  - In each protected characteristic or group, in answer to the question ‘If “YES”, what are the positive and negative disproportionate impacts?’, describe what you have learnt from your data analysis about disproportionate impacts, stating relevant insights and data sources.
  - Find and use contextual and wide ranges of data analysis (including community feedback) to describe what the disproportionate positive and negative impacts are on different, and intersecting populations impacted by your activity, especially considering for [Health inequalities](#), review guidance and inter-related impacts, and the impact of various identities.
  - For example: If you are doing road works or closures in a particular street or ward – look at a variety of data and do so from various protected characteristic lenses. Understand and analyse what that means for your project and its impact on different types of people, residents, family types and so on. State your understanding of impact in both effect of impact and strength of that effect on those impacted.
- **Data Sources:**
  - **Consider a wide range (including but not limited to):**
    - [Population and population groups](#)
      - [Census 2021 population groups Infogram: Brighton & Hove by Brighton and Hove City Council](#)
    - [Census](#) and [local intelligence data](#)
    - Service specific data
    - Community consultations
    - Insights from customer feedback including complaints and survey results
    - Lived experiences and qualitative data
    - [Joint Strategic Needs Assessment \(JSNA\) data](#)
    - [Health Inequalities data](#)
    - Good practice research
    - National data and reports relevant to the service
    - Workforce, leaver, and recruitment data, surveys, insights
    - Feedback from internal ‘staff as residents’ consultations
    - Insights, gaps, and data analyses on intersectionality, accessibility, sustainability requirements, and impacts.
    - Insights, gaps, and data analyses on ‘who’ the most intersectionally marginalised and excluded under-represented people and communities are in the context of this EIA.
- Learn more about the [Equality Act 2010](#) and about our [Public Sector Equality Duty](#).

## 6.1 Age

<p><b>Does your analysis indicate a disproportionate impact relating to any particular Age group? For example: older people, people who may be housebound, those under 16, young adults, with other intersections.</b></p>	<p><b>YES</b></p>
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### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

<p>The proposal will primarily affect primary school-aged children (4–11 years) currently attending Middle Street Primary School, as well as families who had intended to apply for places at the school.</p> <p>Children currently in Year 5 face a disproportionately significant impact. Should the school close at the end of the current academic year, they would need to move to a new primary school for Year 6 and then transition to secondary school in Year 7 – meaning three different schools within three consecutive years. This is an exceptional disruption at a formative stage of their education. Some pupils may have previously attended a school that has closed.</p> <p>Children in Reception and Key Stage 1 who have only recently settled into school life may find the prospect of moving to a new and unfamiliar setting particularly unsettling. Younger children may be less able to understand the reasons for the change and may be more affected by the loss of familiar adults, peers, and routines.</p> <p>Parents and carers of children who had expressed a preference for Middle Street for September 2026 entry will be affected, as these families will need to submit preferences for an alternative school.</p> <p>With regard to staff, those who are approaching retirement age may face greater difficulty in securing alternative employment, particularly those on the Upper Pay Scale whose salary protection may be a barrier when competing with less experienced candidates for available posts. Some staff may have previously worked in a school that has closed.</p> <p>The age profile of respondents to the initial consultation was broadly consistent with the profile of parents of primary-aged children, with the majority aged between 30 and 49.</p> <p><b>Mitigation:</b> The transition support group will identify all pupils requiring targeted support during the transition period, with particular attention to Year 5 children and those in early years. The Council’s Vulnerability Index tool, adapted for primary-to-primary transition, will be used to develop individual action plans where needed. The School Admissions Team will proactively contact all families who have expressed a preference for Middle Street Primary School to ensure they are aware of the proposal and can submit alternative preferences. Families who are unable to apply online will be supported by the admissions team directly. The Council will ensure a school place is available for every child in every year group.</p> <p>Receiving schools to be made aware of impact of transition on these groups of children so appropriate support can be provided.</p>
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## 6.2 Disability:

<p><b>Does your analysis indicate a disproportionate impact relating to <a href="#">Disability</a>, considering our <a href="#">anticipatory duty</a>?</b></p>	<p><b>YES</b></p>
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### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

Middle Street Primary School serves a number of pupils with Special Educational Needs and Disabilities (SEND). As at the most recent school census, 8 pupils have an Education, Health and Care Plan (EHCP), representing approximately 11% of the school roll. A further number of pupils receive SEN Support without an EHCP. The school also has access to an Education Mental Health Practitioner and the Schools Mental Health Service.

Families responding to the consultation raised concerns that the small size and nurturing environment of Middle Street is particularly well-suited to children with SEND and additional needs. The prospect of transitioning to a larger school is a significant source of anxiety for many of these families, who fear that the individual attention and support their children currently receive would not be replicated elsewhere.

Neurodiverse pupils – including those with autism, ADHD, and anxiety-related conditions – may find any change of school environment disproportionately challenging. Disruption to established routines, familiar staff, and known peer groups can have a pronounced negative impact on the wellbeing, behaviour, and academic progress of these children.

Parents or carers with a disability may face additional practical barriers in engaging with the admissions process or in managing a change of school journey for their child. Data from the survey identified that 14% identified as having a health condition, illness or disability

Data on the disability status of parents and carers is not routinely collected; identifying details of staff disabilities relies on self-disclosure into the Council’s management information system and is treated as sensitive personal data. During the staff consultation process, 1:1 discussions will be available to all staff, and individual circumstances including disability will be considered sensitively.

What [inclusive adjustments](#) are you making for diverse disabled people impacted? For example: those who are housebound due to disability or disabling circumstances, D/deaf, deafened, hard of hearing, blind, neurodivergent people, those with non-visible disabilities, and with access requirements that may not identify as disabled or meet the legal definition of disability, and have various intersections (Black and disabled, LGBTQIA+ and disabled).

All children with EHCPs will be supported by the SEN Team and Brighton & Hove Inclusion Support Services (BHISS) to transition to an appropriate new school. The Council will ensure that the provision specified in each child’s EHCP can be met at the receiving school, including any physical accessibility, adaptability, or specialist resource requirements. All children with EHCPs will have an annual review. Any children currently undergoing an EHC needs assessment will have their assessment progressed as normal.

Pupil premium and SEND-related funding will follow pupils to their new school. All Brighton & Hove maintained mainstream schools are expected to be able to meet the needs of children without EHCPs, with appropriate additional support or resources where necessary.

The transition support group will maintain specific oversight of pupils with SEND and will develop bespoke transition plans for those identified as most at risk. BHISS and the Schools Mental Health Service will provide targeted support to identified pupils before, during, and after any transition.

For staff with disabilities, the Council’s HR service will ensure that reasonable adjustments are made throughout the staff consultation and redundancy process. Individual circumstances will be discussed sensitively in 1:1 meetings.

Families with disabled children, or parents/carers who themselves have a disability, who may face difficulties travelling to a new school, will be considered under the Council’s home-to-school transport policy and may be eligible to apply for transport assistance.

### 6.3 Ethnicity, ‘Race’, ethnic heritage (including Gypsy, Roma, Travellers):

<b>Does your analysis indicate a disproportionate impact relating to ethnicity?</b>	<b>YES</b>
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

As at the January 2026 school census, 48% of pupils identified as an ethnicity other than White British. Across Brighton & Hove, 33% of pupils at primary phase identified as an ethnicity other than White British in January 2026, compared to 38% nationally in 2025.

Evidence from previous admissions cycles across the city indicates that Black and Racially Minoritised families are more likely to apply for school places late, which significantly reduces their chances of being offered a place at a preferred school.

Families from BRM backgrounds who have experienced racism – including those who have sought asylum or fled conflict – may find the process of establishing themselves in a new school community particularly daunting. Concerns were raised through the consultation about whether receiving schools would be adequately equipped and culturally responsive to meet the needs of these families.

#### **Mitigation:**

Proactive support will be offered to ensure all families can understand the need and be supported to apply for a school place by Easter break to ensure they are allocated new school places for September.

The Council will communicate clearly to all receiving headteachers its expectations regarding the welcoming, equitable, and culturally responsive treatment of all displaced pupils, with specific reference to those from BRM and migrant/refugee backgrounds. The Council’s Anti-Racist Education Strategy will be promoted to receiving schools, ensuring they have the training and support to build inclusive, welcoming communities. Appropriate cultural provisions – including multi-faith spaces, dietary accommodation, and culturally relevant curriculum content – will be expected of receiving schools. Families who experience discrimination will be signposted to relevant support and advocacy organisations.

All schools are expected to deliver a rich curriculum suitable to all pupils who attend the school. Schools are expected to celebrate the experiences of families in the city and from other areas. We expect the schools to demonstrate understanding of lived experiences of migrants and asylum seekers, and we are committed to supporting schools in further developing their understanding and making reasonable adjustments to ensure curriculum is accessible to all.

#### 6.4 Religion, Belief, Spirituality, Faith, or Atheism:

Does your analysis indicate a disproportionate impact relating to Religion, Belief, Spirituality, Faith, or Atheism?	YES
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

Middle Street Primary School is a non-faith, secular community school. A number of families will have specifically selected the school because of its secular ethos and the absence of a religious character or faith-based curriculum. These families will need to be supported to identify suitable secular alternatives should the school close.

The closure of Middle Street Primary School would reduce the number of secular places available in the local area.

Families from minority faith backgrounds – including Muslim, Hindu, Jewish, and other faith communities – who have had their cultural, dietary, and religious observance requirements accommodated at Middle Street Primary School will require assurance that these needs will continue to be met at receiving schools. Families whose faith requires, for example, specific dietary provision, prayer space, or time for religious observance will need to feel confident that any receiving school is responsive to their needs.

No specific data is available on the religion or beliefs of pupils, parents, or staff at Middle Street Primary School. During the consultation, a proportion of respondents identified as having no religious belief; others identified as Christian or from other faith backgrounds.

#### **Mitigation:**

Proactive support will be offered to ensure all families can understand the need and be supported to apply for a school place by Easter break to ensure they are allocated new school places for September.

The Council will ensure that sufficient secular school places are available within a reasonable distance of Middle Street Primary School for families who require a non-faith education. The Council will communicate to receiving schools the expectation that all children are welcomed and that appropriate provision is made for the cultural and religious needs of incoming families, including multi-faith spaces and dietary accommodation where required. Timetabling of any closure-related processes and key deadlines will take account of significant religious observance dates to ensure families are not disadvantaged in their ability to engage with the process.

#### 6.5 Gender Identity and Sex:

Does your analysis indicate a disproportionate impact relating to <a href="#">Gender Identity</a> and <a href="#">Sex</a> (including non-binary and intersex people)?	YES
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

There are no single sex maintained primary schools in Brighton & Hove, and admission arrangements do not take the sex or gender identity of a child into account. As at the most recent census, Middle Street Primary School had approximately equal numbers of male and female pupils.

The majority of roles at Middle Street Primary School that are at risk of redundancy are held by women, consistent with the wider pattern of female-dominated employment in primary education. The financial and emotional impact of job loss – particularly in the context of cost-of-living pressures – may therefore fall disproportionately on women. Barriers to re-employment, including caring responsibilities and the prevalence of part-time and term-time-only roles in primary education, may mean that some female staff find it harder to secure equivalent employment.

Women are more likely to hold primary childcare responsibilities within their households. If closure results in children attending schools at a greater distance from home, this may impose additional travel burdens on women, which may in turn affect their employment options or ability to manage other caring responsibilities. This concern was raised directly by a number of respondents during the consultation, with women making up the significant majority of those who responded.

There may be children at Middle Street Primary School who identify as non-binary or who have gender-related support needs. The transition to a new school community may present particular challenges for these children in terms of having to re-establish their identity, trusted relationships, and any bespoke support they currently receive.

**Mitigation:** The Council will ensure that appropriate support pathways are in place for any children or young people with gender-related needs. Signposting to voluntary sector organisations will be available.

The HR service will ensure that all staff, including those with caring responsibilities, are supported throughout the redundancy process and that flexible working requests are considered sympathetically in any redeployment context. Home-to-school transport assistance will be provided in line with the Council's policy.

## 6.6 Gender Reassignment:

Does your analysis indicate a disproportionate impact relating to <a href="#">Gender Reassignment</a> ?	NO
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### If "YES", what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

No specific disproportionate impacts have been identified for this group. Data on gender reassignment is not routinely collected and relies on self-disclosure.

The Council will ensure that any children or young people who are transitioning or questioning their gender are supported sensitively in any school move. If any individual indicates a need for support in this regard, bespoke assistance will be provided.

The transition to a new school setting could present risks for transgender or gender-questioning children and young people, particularly if they have established trusted, supportive relationships at Middle Street Primary School that have taken considerable time and effort to build. Starting

afresh in a new school community may expose these children to uncertainty or, in the worst cases, to bullying or discrimination.

**Mitigation:** All Brighton & Hove schools are expected to have appropriate policies and practices in place to support gender-diverse children and young people. If any individual pupils or families identify gender reassignment as a specific consideration in their school move, the Council will ensure bespoke and compassionate support is provided. Signposting to specialist support organisations will be made available to all families on request.

## 6.7 Sexual Orientation:

Does your analysis indicate a disproportionate impact relating to <a href="#">Sexual Orientation</a> ?	NO
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### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

No specific disproportionate impacts have been identified for this group based on available data. Sexual orientation data is not routinely collected for pupils, parents, or carers, and relies on self-disclosure.

The Council recognises that discrimination based on sexual orientation remains prevalent and that LGBTQ+ families may face specific challenges in ensuring their children are welcomed and affirmed in a new school community. Brighton & Hove has a significant LGBTQ+ community, and some families may have specifically valued the inclusive ethos of Middle Street Primary School.

Redeployment decisions for school staff will not take sexual orientation into account. The Council expects all receiving schools to maintain an explicitly inclusive and anti-discriminatory ethos with regard to sexual orientation.

**Mitigation:** Voluntary sector organisations providing support to children and families around sexual orientation – including those who support LGBTQ+ parents and their children – are available in the city and will be signposted as appropriate. Any individual concerns raised will be addressed sensitively and bespoke support arranged where needed

## 6.8 Marriage and Civil Partnership:

Does your analysis indicate a disproportionate impact relating to Marriage and Civil Partnership?	NO
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### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

No specific disproportionate impacts have been identified for this group. Data on marital or civil partnership status is not routinely collected, and this issue was not raised as a specific concern through the consultation process.

The Council recognises that single-parent households may face additional pressures during the transition, particularly in relation to managing school journeys, engaging with the admissions process, and arranging childcare. These pressures are considered further under the socio-economic disadvantage section of this assessment.

The Council is mindful that families in same-sex partnerships may have specific concerns about the ethos of any receiving school. If any such concerns are raised, the Council will signpost appropriate support.

#### 6.9 Pregnant people, Maternity, Paternity, Adoption, Menopause, (In)fertility (across the gender spectrum):

Does your analysis indicate a disproportionate impact relating to Pregnant people, Maternity, Paternity, Adoption, Menopause, (In)fertility (across the gender spectrum)?	YES
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

The Council does not hold data on the pregnancy or maternity status of parents or carers of pupils at Middle Street Primary School. However, it is recognised that some families will include parents who are currently pregnant or on maternity or paternity leave, and that these individuals may have reduced capacity to engage with the consultation and admissions processes due to the demands of caring for a new or very young child.

Families with pre-school children who are siblings of current pupils may face particular difficulties if an older child needs to travel further to a new school. Concerns about travelling to a new school with a pre-school child or while pregnant were raised during the consultation process.

Prospective families – those expecting a child who had intended to apply for Reception places at Middle Street Primary School – will need to reconsider their school preferences and will need early, proactive communication about the proposal.

Staff who are on maternity or paternity leave at the time of the redundancy process will be included in the consultation and their rights will be fully protected in line with employment law. The Council will ensure that every such situation is handled compassionately and that bespoke support is available where needed. HR advice will be provided, and a risk assessment tool is available to support pregnant staff.

**Mitigation:** The School Admissions Team will work proactively with families where pregnancy or maternity is identified as a factor in their ability to engage with the process. The Council will ensure sufficient places are available within a reasonable distance for families where a pregnant adult or an adult on maternity leave would face difficulty accessing a more distant school. Receiving schools will be asked to accommodate the practical needs of such families wherever possible.

HR advice can be provided for pregnant school staff.

The risk assessment tool is available to support pregnant staff.

### 6.10 Armed Forces Personnel, their families, and Veterans:

<b>Does your analysis indicate a disproportionate impact relating to Armed Forces Members and Veterans?</b>	<b>NOT APPLICABLE</b>
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

<p>No specific disproportionate impacts have been identified for armed forces personnel, their families, or veterans in connection with this proposal. There is no evidence that Middle Street Primary School serves a disproportionately high number of armed forces families.</p> <p>The Council acknowledges its obligations under the Armed Forces Covenant and will ensure that any armed forces families who come forward during the transition process are supported appropriately, including through the school admissions process.</p>
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### 6.11 Expatriates, Migrants, Asylum Seekers, and Refugees:

<b>Does your analysis indicate a disproportionate impact relating to Expatriates, Migrants, Asylum seekers, Refugees, those New to the UK, and UK visa or assigned legal status? (Especially considering for age, ethnicity, language, and various intersections)</b>	<b>No</b>
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

<p>Middle Street Primary School is not known to serve a number of migrant, asylum-seeking, and refugee families</p> <p>The Council is aware that language barriers may make it substantially more difficult for these families to understand the consultation process, the implications of the proposal, the steps required to apply for an alternative school place, and the timescales involved. Based on evidence from similar school closure processes in Brighton &amp; Hove, families with English as an additional language (EAL) are disproportionately more likely to submit late applications for school places, which reduces their chances of being offered a preferred school.</p> <p>Families from migrant and refugee backgrounds may also hold well-founded fears or anxieties about engaging with statutory processes, particularly those with insecure immigration status or those who have had negative experiences of government or authority in their countries of origin. These concerns may deter engagement with the consultation or admissions process entirely.</p> <p>Children from migrant and refugee backgrounds who have experienced multiple disruptions to their schooling – whether in their country of origin or since arriving in the UK – may be particularly adversely affected by another unwanted school change. The impact of this disruption on their academic progress, sense of security, and emotional wellbeing could be significant.</p> <p><b>Mitigation:</b> proactive and sustained outreach will be provided to all migrant, refugee, and EAL families throughout the closure process and admissions/transition periods. Interpreting support will be made available on request at all meetings and appointments. The Council will write to all receiving headteachers setting out its clear expectation that displaced pupils – including those</p>
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from migrant and refugee backgrounds – are welcomed with sensitivity, understanding, and appropriate support. The transition support group will include specific oversight of this group of families.

### 6.12 [Carers](#):

<p>Does your analysis indicate a disproportionate impact relating to <a href="#">Carers</a> (Especially considering for age, ethnicity, language, and various intersections).</p>	<p><b>YES</b></p>
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

Parents and carers who are themselves disabled, or who care for other family members (such as elderly parents, or disabled partners or other children) in addition to their school-age children, may face additional practical challenges if school journeys become longer or more complex as a result of closure.

Young carers – children who have caring responsibilities for a family member – may also be present in the school community. These children may already be managing significant additional pressures, and the disruption of a school closure could have a disproportionate impact on their attendance, wellbeing, and academic progress at a time when stability is particularly important.

The demands of the consultation and admissions process may be disproportionately burdensome for carers who have limited time and capacity due to their caring responsibilities.

**Mitigation:** The admissions team and school will be asked to identify any families where caring responsibilities are a specific factor in their ability to engage with the process or to manage a change of school. The Council will ensure that home-to-school transport assistance is considered for eligible families, and that the admissions process is made as accessible as possible. Any young carers identified will be referred to appropriate support services.

### 6.13 Looked after children, Care Leavers, Care and fostering experienced people:

<p>Does your analysis indicate a disproportionate impact relating to Looked after children, Care Leavers, Care and fostering experienced children and adults (Especially considering for age, ethnicity, language, and various intersections). Also consider our <a href="#">Corporate Parenting Responsibility</a> in connection to your activity.</p>	<p><b>YES</b></p>
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

Brighton & Hove City Council has formally adopted Children in Care and Care Experienced Young People as a protected characteristic, reflecting its Corporate Parenting responsibilities. The Council has a demonstrable and collective commitment to ensuring that children and young people with care experience are able to access the same educational opportunities as their

Nationally, children in care and those previously looked after are significantly more likely to have SEND, with approximately 66% having an identified need and 35% having an EHCP – compared to 12% of the general population. Around 50% of children in care have a diagnosable mental health condition. These statistics highlight the particular vulnerability of this group to the disruptions and anxieties associated with a school closure.

Care-experienced children are likely to have experienced previous trauma, loss, and transitions. The process of school closure – and the uncertainty it generates – may reactivate these negative experiences and feelings, even for children who are not currently in care, but who have care experience. It can equally be expected that parents who were themselves in care may re-experience the trauma associated with earlier periods of their lives.

**Mitigation:** Children in care and previously Looked After Children hold the highest admissions priority in Brighton & Hove’s school allocation process. The Virtual School has a specific statutory responsibility to support children in care and those known to a social worker and will provide dedicated support to any pupils displaced from Middle Street Primary School. The transition support group will include specific planning for children in care and those with social worker involvement, with bespoke individual action plans developed as appropriate. The Council’s Corporate Parenting responsibilities will be central to the oversight of this group throughout the transition.

#### 6.14 Homelessness:

<b>Does your analysis indicate a disproportionate impact relating to people experiencing homelessness, and associated risk and vulnerability? (Especially considering for age, veteran, ethnicity, language, and various intersections)</b>	<b>YES</b>
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

Families in temporary accommodation or experiencing housing instability are likely to face additional vulnerability during a school closure process. These families may have unstable or frequently changing home addresses, which can create challenges in the admissions process where proximity to a school is a key allocation criterion. They may also have limited capacity to engage with multi-stage consultation and admissions processes.

Brighton & Hove has a significant and well-documented homelessness challenge. Families placed in temporary accommodation may not be close to their preferred schools and may already be travelling longer distances. A school closure that requires an additional school move could compound the instability these families are already experiencing.

Children experiencing homelessness or housing instability are more likely to have multiple adverse childhood experiences and may be at heightened risk of poor educational outcomes if their schooling is additionally disrupted.

**Mitigation:** The School Admissions Team will work sensitively with families in temporary or insecure accommodation to support them through the admissions process. The Council will ensure that sufficient surplus places remain available in the local planning area so that late-applying or mid-year families can access a local school. Homeless families will be signposted to the Council’s housing support services and other relevant organisations as appropriate.

### 6.15 Domestic and/or Sexual Abuse and Violence Survivors, people in vulnerable situations:

<b>Does your analysis indicate a disproportionate impact relating to Domestic Abuse and Violence Survivors, and people in vulnerable situations (All aspects and intersections)?</b>	<b>YES</b>
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

<p>The school may currently represent a place of safety, routine, and trusted adult relationships for children and families affected by domestic abuse or other forms of exploitation and violence. The loss of this stability through closure could have a significant impact on these children’s sense of security and on the continuity of safeguarding support.</p> <p>Families affected by domestic abuse may have made deliberate choices about which school to attend based on proximity to a refuge or safe address, or to avoid areas where an abusive partner might encounter them. A school closure that requires a change of school – potentially to a less familiar area – could create specific safety concerns for these families.</p> <p>Children who have experienced domestic abuse, exploitation, or other adverse childhood experiences (ACEs) are more likely to exhibit emotional and behavioural difficulties and may be particularly sensitive to changes in their environment and trusted relationships. Further disruption to their schooling could have a compounding negative effect on their progress and wellbeing.</p> <p><b>Mitigation:</b> The school and partner services will be asked to identify any families known to be in vulnerable situations so that they can receive targeted and sensitive support throughout the transition. The Council’s safeguarding obligations will be fully maintained and will be a central consideration of the transition support group. Families will be signposted to domestic abuse support services and other relevant organisations where appropriate. Any specific safety considerations related to school placement for individual families will be handled with the utmost sensitivity and in close liaison with Children’s Social Work.</p>
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### 6.16 Socio-economic Disadvantage:

<b>Does your analysis indicate a disproportionate impact relating to Socio-economic Disadvantage? (Especially considering for age, disability, D/deaf/ blind, ethnicity, expatriate background, and various intersections)</b>	<b>YES</b>
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#### If “YES”, what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

<p><b>A significant proportion of pupils are eligible for Free School Meals (FSM), which is a key indicator of economic disadvantage.</b></p> <p>Families from lower socio-economic backgrounds may face greater barriers in engaging with the consultation and admissions process, including limited or no access to digital devices or the</p>
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internet, reduced capacity due to working multiple jobs or irregular hours, and lower levels of familiarity or confidence with formal council processes.

The school admissions system in Brighton & Hove uses proximity as a key criterion for oversubscribed schools. House prices surrounding popular schools are often inflated due to demand, meaning families from lower socio-economic backgrounds are systematically less able to live close to oversubscribed schools and therefore less likely to receive an offer at a preferred school. This structural inequality is likely to disadvantage Middle Street Primary School families disproportionately in seeking alternative placements.

Families on lower incomes are also less able to manage the additional costs associated with a longer school journey, such as bus fares or the cost of additional childcare if drop-off and collection times change. Some families without access to a car may face particular difficulties travelling to a school outside their immediate neighbourhood.

The closure of Middle Street Primary School may also affect community cohesion in the local area, as the school may currently serve as a focal point for community activities and support that low-income families rely upon.

**Mitigation:** Pupil premium and all other per-pupil funding attached to eligible pupils will follow those children to their new schools. The Council will ensure that receiving schools receive full information about the socio-economic profile of incoming pupils and their individual entitlements. Transport assistance will be provided to eligible families in line with the Council's home-to-school transport policy. The School Admissions Team will proactively support families from deprived backgrounds who may need additional help navigating the admissions process, including by providing non-digital routes to application and additional in-person support. The Council will work to ensure that sufficient places remain available in local schools so that families without transport do not need to travel unreasonable distances.

### 6.17 Human Rights:

<b>Will your activity have a disproportionate impact relating to Human Rights?</b>	<b>YES</b>
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#### If "YES", what are the positive and negative disproportionate impacts?

Please share relevant insights from data and engagement to show how conclusions about impact have been shaped. Include relevant data sources or references.

The proposed closure of Middle Street Primary School engages a number of human rights considerations under the Human Rights Act 1998 and the European Convention on Human Rights (ECHR).

Article 2 of Protocol 1 of the ECHR – the right to education – is the most directly relevant provision. The Council is satisfied that sufficient alternative primary school places exist within a reasonable distance of Middle Street Primary School to ensure that all affected pupils can be offered an appropriate alternative school place, thereby ensuring that the right to education is upheld for every child. The Central City planning area currently has surplus capacity, and this is projected to remain in coming years.

Article 8 of the ECHR – the right to respect for private and family life – is also engaged. The closure of a school inevitably disrupts established routines, friendships, trusted adult relationships, and community networks that form part of family and social life. The Council considers this disruption to be a proportionate consequence of the legitimate aim of maintaining

a financially sustainable, high-quality school estate across the city. The mitigating measures described throughout this EIA are designed to minimise the extent of this disruption.

Article 14 of the ECHR – the prohibition on discrimination – is relevant when read alongside the other Convention rights. The Council is committed to ensuring that the closure process does not give rise to unlawful discriminatory treatment of any group with protected characteristics, and that mitigating actions are proportionate and effective in addressing the differential impacts identified in this assessment.

The Council has fulfilled its obligations under the Public Sector Equality Duty in section 149 of the Equality Act 2010 by completing this Equality Impact Assessment and by considering the equality impacts of the proposal in its decision-making. The proposal has been subject to both a public consultation and a statutory representation period, ensuring that affected stakeholders have had a meaningful opportunity to contribute to the process.

**Mitigation:** The Council will keep this EIA under review throughout the statutory process and if the decision is made to close, throughout the transition process and will take further action to address any human rights concerns that are identified. Legal advice has been sought on the human rights implications of the proposal. The Council is committed to the mitigation actions identified throughout this assessment and will monitor their effectiveness.

#### 6.18 Cumulative, multiple [intersectional](#), and complex impacts (including on additional relevant groups):

##### What cumulative or complex impacts might the activity have on people who are members of multiple Minoritised groups?

- For example: people belonging to the Gypsy, Roma, and/or Traveller community who are also disabled, LGBTQIA+, older disabled trans and non-binary people, older Black and Racially Minoritised disabled people of faith, young autistic people.
- Also consider wider disadvantaged and intersecting experiences that create exclusion and systemic barriers:
  - People being housebound due to disabilities or disabling circumstances.
  - Environmental barriers or mobility barriers impacting those with sight loss, D/deafness, sensory requirements, neurodivergence, various complex disabilities
  - People experiencing homelessness
  - People on a low income and people living in the most deprived areas
  - People facing literacy, numeracy and/or digital barriers
  - Lone parents
  - People with experience of or living with addiction and/ or a substance use disorder (SUD)
  - Sex workers
  - Ex-offenders and people with unrelated convictions
  - People who have experienced female genital mutilation (FGM)
  - People who have experienced human trafficking or modern slavery

Middle Street Primary School serves a community with multiple intersecting vulnerabilities. A number of families face more than one of the equality impacts identified in this assessment. In particular, families who are from Black and Racially Minoritised backgrounds AND have English as an additional language, or who are migrants/refugees AND have children with SEND, or who are from areas of socio-economic deprivation AND are single parents, face compounded challenges that are greater than the sum of their individual parts.

The consultation period may have placed demands on all families, and those with multiple intersecting vulnerabilities – including those with limited literacy or digital access, those who are isolated due to language barriers, and those managing trauma and instability – may have found it harder to engage and may have under-responded relative to their numbers.

The transition support group has been established to take a holistic, intersectional view of the needs of affected pupils and families. The group includes representation from BHISS, the SEN Team, School Admissions, and the Schools Mental Health Service. Individual action plans will be developed for children identified as having complex or intersecting needs, using the Council's Vulnerability Index tool adapted for primary-to-primary transition.

Additional funding has been secured within the local authority to support the work of these services during the transition period. The Council is committed to ensuring that no group is further disadvantaged by the closure process and that the most vulnerable children and families receive the most intensive support.

The Council recognises that the lived experience of many families at Middle Street Primary School means that the loss of a familiar, trusted school community may be felt very deeply. This will be acknowledged throughout the process and will inform the way in which the transition is managed.

## 7. Action planning

**What SMART actions will be taken to address the disproportionate and cumulative impacts you have identified?**

- Summarise relevant SMART actions from your data insights and disproportionate impacts below for this assessment, listing appropriate activities per action as bullets. (This will help your Business Manager or Fair and Inclusive Action Plan (FIAP) Service representative to add these to the Directorate FIAP, discuss success measures and timelines with you, and monitor this EIA's progress as part of quarterly and regular internal and external auditing and monitoring)

SMART Action 1: Operate a transition support group to provide strategic and operational oversight of all pupil transitions from Middle Street Primary School, ensuring all vulnerable groups are identified, supported, and placed in appropriate schools by September 2026.

- Convene the transition support group to meet at least fortnightly until all transitions are completed.
- Develop individual transition action plans for all pupils identified as vulnerable using the Council's Vulnerability Index tool.
- Ensure representation on the Board from BHISS, SEN Team, School Admissions, Schools Mental Health Service, and the Virtual School.
- Conduct a post-transition review by November 2026 to assess outcomes for all groups with protected characteristics.

SMART Action 2: Ensure all families of children at Middle Street Primary School receive accessible, proactive, and where necessary translated information and support to enable them to secure an appropriate alternative school place by the published deadline, with particular focus on families from Black and Racially Minoritised backgrounds, those with EAL, migrants and refugees, and those with children with SEND.

- EALTS will provide direct outreach and casework support to all EAL and migrant/refugee families throughout the statutory notice, and admissions process.
- Provide interpreting support on request at all public meetings and one-to-one appointments.
- Ensure the School Admissions Team proactively contacts all families who have not yet applied for an alternative place by Spring Term.
- Ensure all children with EHCPs are supported by the SEN Team to secure a place at an appropriate school and that receiving schools can meet their identified provision.
- Provide HR support to all staff at risk of redundancy, with bespoke arrangements for staff with disabilities, staff on maternity/paternity leave, and staff approaching retirement age.
- Communicate the Council's expectations regarding welcoming and equitable treatment of displaced pupils to all Brighton & Hove headteachers, with specific reference to pupils from BRM communities, those with SEND, and those who have experienced trauma or displacement.

#### Which action plans will the identified actions be transferred to?

- For example: Team or Service Plan, Local Implementation Plan, a project plan related to this EIA, FIAP (Fair and Inclusive Action Plan) – mandatory noting of the EIA on the Directorate EIA Tracker to enable monitoring of all equalities related actions identified in this EIA. This is done as part of FIAP performance reporting and auditing. Speak to your Directorate's Business Improvement Manager (if one exists for your Directorate) or to the Head of Service/ lead who enters actions and performance updates on FIAP and seek support from your Directorate's EDI Business Partner.

Actions identified in this EIA will be transferred to the Education and Learning Service Plan and the Directorate Fair and Inclusive Action Plan (FIAP) for monitoring. Progress will be reported to the relevant Director quarterly and to the EDI team as part of FIAP performance reporting and auditing. The EDI team will be notified, and this EIA will be logged on the Directorate EIA Tracker.

## 8. Outcome of your assessment

What decision have you reached upon completing this Equality Impact Assessment? (Mark 'X' for any ONE option below)

<b>Stop or pause</b> the activity due to unmitigable disproportionate impacts because the evidence shows bias towards one or more groups.	
<b>Adapt or change</b> the activity to eliminate or mitigate disproportionate impacts and/or bias.	
<b>Proceed</b> with the activity as currently planned – no disproportionate impacts have been identified, or impacts will be mitigated by specified SMART actions.	
<b>Proceed with caution</b> – disproportionate impacts have been identified but having considered all available options there are no other or proportionate ways to achieve the aim of the activity (for example, in extreme cases or where positive action is taken). Therefore, you are going to proceed with caution with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.	X

If your decision is to "Proceed with caution", please provide a reasoning for this:

The proposed closure of Middle Street Primary School will have disproportionate negative impacts on a number of groups with protected characteristics, including children with SEND, Black and Racially Minoritised families, families with English as an additional language, migrant and refugee families, women (as both primary carers and the majority of the at-risk workforce), and families from areas of socio-economic deprivation. Children currently in Year 5 face a particular and exceptional disruption, facing the prospect of three different schools in three consecutive years.

These impacts cannot be entirely eliminated. However, having considered all available options, the Council is satisfied that they are capable of substantial mitigation through the comprehensive programme of transition support, proactive outreach, and individual action planning described in this EIA. The school's financial position is not sustainable and there is no viable alternative to closure that would not require ongoing exceptional and open-ended financial support from the Council. The decision to proceed is therefore considered proportionate to the legitimate aim of maintaining a financially sustainable and high-quality school estate across Brighton & Hove.

The Council is committed to the mitigating actions set out in this EIA and to reviewing their effectiveness through the transition support group and post-transition review process.

**Summarise your overall equality impact assessment recommendations to include in any committee papers to help guide and support councillor decision-making:**

The Equality Impact Assessment for the proposed closure of Middle Street Primary School has identified disproportionate impacts across multiple protected characteristics. The groups most significantly affected are: children with Special Educational Needs and Disabilities (SEND); pupils and families from Black and Racially Minoritised communities; families with English as an additional language; migrant, asylum-seeking, and refugee families; women (as both the majority of the school workforce and as primary carers); children in care and care-experienced young people; families from socio-economically deprived areas; and pupils currently in Year 5 who face the disruption of three school changes in three years.

The Council considers that these impacts, while serious, can be substantially mitigated through the comprehensive programme of transition support described in this EIA, including the transition support group, individual pupil action plans, EALTS support, targeted HR support for staff, and proactive communication with receiving schools.

The proposal is considered proportionate to the objective of ensuring a financially sustainable and high-quality school estate across the city. The Central City planning area has surplus places and the school's financial position is not sustainable. Councillors are asked to have due regard to the equality impacts identified in this assessment and the mitigating actions proposed when reaching their decision.

## 9. Publication

All Equality Impact Assessments will be published. If you are recommending, and choosing not to publish your EIA, please provide a reason:

This EIA will be published on the Council's website in accordance with the Council's standard EIA publication process.

## 10. Directorate and Service Approval

Signatory:	Name and Job Title:	Date: DD-MMM-YY
Responsible Lead Officer:	Richard Barker – Head of Education	11-03-2026
Accountable Manager:	Georgina Clarke-Green - Director of Education & Learning	11-03-2026

Notes, relevant information, and requests (if any) from Responsible Lead Officer and Accountable Manager submitting this assessment:

## EDI Review, Actions, and Approval:

### Equality Impact Assessment sign-off

EDI Business Partner to cross-check against aims of the equality duty, public sector duty and our civic responsibilities the activity considers and refer to relevant internal checklists and guidance prior to recommending sign-off.

Once the EDI Officer has considered the equalities impact to provide approval for by those submitting the EIA, they will get the EIA signed off and sent to the requester copying the Head of Service, Business Improvement Manager, [Equalities inbox](#), any other service colleagues as appropriate to enable EIA tracking, accountability, and saving for publishing. Budget and Staffing EIAs secure approval via different templates.

Signatory:	Name:	Date: DD-MMM-YY
EDI Business Partner:		
EDI Manager:		

Notes and recommendations from EDI Business Partner reviewing this assessment:

Notes and recommendations (if any) from EDI Manager reviewing this assessment:

**Brighton & Hove City Council**  
**Statutory Notice for the proposed closure of Middle Street Primary School, Brighton**

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006, as amended, and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 that Brighton & Hove City Council, Hove Town Hall, Hove, Norton Road, BN3 3BQ is proposing to discontinue Middle Street Primary School, Middle Street, Brighton, BN1 1AL with effect from 31 August 2026.

Middle Street Primary School is a community primary school.

Should the decision to discontinue the school be agreed, all children attending Middle Street Primary School will be offered a place in local schools for September 2026. As of February 2026, 65 children were on roll who are aged 4 to 11.

This Notice is an extract from the complete proposal. Copies of the full proposal can be obtained from the Education and Learning Service, Brighton & Hove City Council, Hove Town Hall, Norton Road, Hove, BN3 3BQ or by contacting Education and Learning on 01273 293653 or via email on [schoolorganisation@brighton-hove.gov.uk](mailto:schoolorganisation@brighton-hove.gov.uk)

The full proposal is also on the Brighton & Hove City Council website at [www.brighton-hove.gov.uk/schools](http://www.brighton-hove.gov.uk/schools) and on Middle Street Primary School's website.

Within four weeks from the date of publication of this proposal (i.e. by 5pm on 5 May 2026), any person may object to or make comments on the proposal

- On our online consultation portal: [Consultation on the proposal to close Middle St... | Brighton & Hove City Council](#)
- by email to [schoolorganisation@brighton-hove.gov.uk](mailto:schoolorganisation@brighton-hove.gov.uk)
- by writing to Richard Baker, Head of Education, Brighton & Hove Town Hall, Norton Road, Hove, BN3 3BQ

All statutory consultation requirements relating to these proposals have been complied with.

**Signed:** Deb Austin, Corporate Director for Families, Children and Wellbeing, Brighton & Hove City Council

**Publication Date:** 8 April 2026



## **Statutory proposal for school closure – Middle Street Primary School**

In accordance with section 15(1) of the Education and Inspections Act 2006, Brighton & Hove City Council proposes to close Middle Street Primary School with effect from 31 August 2026.

### **Contact details**

The name and contact address of the proposing authority:

Head of Education  
Brighton & Hove City Council  
Hove Town Hall  
Norton Road  
Hove  
BN3 3BG  
schoolorganisation@brighton-hove.gov.uk

The name, address and category of the school proposed to be discontinued:

Middle Street Primary School  
Middle Street  
Brighton  
BN1 1AL

### **Implementation**

It is proposed that the school will be closed on 31 August 2026. It is not intended to implement this proposal in stages.

### **Reason for closure**

The city is seeing a significant decline in the number of children seeking a school place. School funding is primarily determined by the number of children on roll, and falling rolls equate to reduced funding to deliver education. While primary schools' rolls are falling but the number of schools remains unchanged, there is effectively less financial resource across all schools. This is because many costs are driven by the number of classes in a school, whereas funding levels are driven by the number of pupils.

The Council has a statutory duty to ensure that there are a sufficient number of school places for pupils and that places are planned effectively. The Council monitors surplus Reception places, a key measure of demand, and aims to maintain a 5-10% surplus across all city primary phase schools to allow for parental preference and for movers across or into the city.

Since 2017 the Council has been seeking to reduce the number of surplus places in its primary phase schools, through proposed reductions in published admission numbers. Not all of these proposals have been able to be implemented, leaving the city with a significant 187 number of surplus places and, with the impact of parental preference, meaning some schools remain full and viable and others not.

The Council's own projection of pupil numbers starting Reception in the coming years forecasts that there will be 482 surplus places in 2026 and 638 surplus places in 2027. The earliest indication for 2028 suggests that number will rise to 573 unfilled places.

Therefore, with 2,460 starting school places the city will have over 20% surplus capacity from September 2026.

School Year	Pupil Forecast	Unfilled Places	Surplus Capacity
September 2025	2,021	439	18%
September 2026	1,978	482	20%
September 2027	1,823	638	26%
September 2028	1,887	573	23%

Beyond the city-wide picture, Middle Street Primary School faces acute financial and governance challenges. An Interim Executive Board (IEB) was appointed in June 2025 to replace the Governing Board to address serious concerns about governance and finances. Despite considerable efforts over a seven-month period, on 15 January 2026 the IEB concluded that the school does not have a viable future and recommended closure with effect from 31 August 2026.

The school is currently operating with a significant budget deficit. The forecast deficit for 2025/2026 is in the region of £400k and the school is currently unable to forecast reaching a balanced budget position in the longer term. The declining enrolment, combined with increasing costs, means the school faces an unsustainable financial situation that severely limits its ability to continue operating effectively.

### **Pupil numbers and admissions**

Middle Street Primary School is a one-form entry co-educational community primary school catering for children aged 4–11. Pupils are able to start school before they reach compulsory school age if their parents choose to send them to school at the start of the academic year rather than at the start of the term they would become 5. All pupils are day pupils.

Middle Street has a published admission number of 30 and capacity for 210 pupils.

The school has been consistently under-subscribed in recent years. In the January 2026 census, the school had 141 pupils on roll across Reception to Year 6. Since the announcement of the public consultation on the proposed closure launched on 26 January 2026, the numbers on roll have decreased to 71 pupils, representing a 66% surplus against its capacity of 210 places.

With pupil numbers in the city projected to fall further, there is no credible financial plan that demonstrates the school returning to a sustainable budget position.

School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5
Middle Street Primary – current pupil numbers	7	5	9	9	11	3

*There are 27 pupils in Year 6 that will be transitioning to secondary schools in September 2026*

### **Displaced pupils**

It is expected that pupils in Year 6 will continue to attend the school until its proposed closure at the end of the academic year 2025–2026 and will transition to secondary school in September 2026.

The table below shows the number of pupils likely to be displaced. The Council is confident that there is sufficient capacity to accommodate displaced pupils if the school is to close. As at January 2026, there are 534 available spaces in schools within 1.5 miles of Middle Street Primary School, with availability across all year groups.

School	(Miles)	R	1	2	3	4	5
St Paul's CE Primary School	0.38	7	11	11	14	7	0
St Mary Magdalen's RC School	0.47	5	9	3	6	6	1
Carlton Hill Primary School	0.71	1	0	0	0	0	0
Queens Park Primary School	0.96	26	8	27	19	16	15
Brunswick Primary School	0.98	10	19	6	14	19	24
Stanford Junior School	1.10	~	~	~	11	39	2
Hove Junior School - Holland Rd	1.10	~	~	~	4	13	23
West Hove Infant School - Holland Road	1.10	6	1	16	~	~	~
Stanford Infant School	1.33	1	17	24	~	~	~
St Luke's Primary School	1.35	0	0	0	2	0	3
Elm Grove Primary School	1.37	7	2	0	10	3	2
Fairlight Primary School	1.40	9	3	0	7	6	4
Downs Infant School	1.45	1	0	10	~	~	~
St Martin's CE Primary School	1.49	2	2	9	8	0	3

*(Year 6 pupils are in their final year and expected to transition to secondary school in September 2026)*

The Council maintains that there is sufficient capacity to accommodate displaced pupils at a reasonable distance if the school is to close, even when taking into account sibling links of children in primary school classes.

Parents who have not applied by the end of the Spring Term for a new school place will be contacted by the Schools Admissions Team and asked to submit preferences for new school places. Any families who have already applied for Reception places at Middle Street will be contacted about the consultation and supported to change preferences.

### **Impact on the community**

The Council recognises that the proposed closure of Middle Street Primary School will have a significant impact on the school community. For pupils, families and staff, the school is not just an educational setting but an important part of their lives and the local area. The closure of any school affects the wider community, and the Council understands the sense of loss and uncertainty this proposal creates.

Through the consultation process, concerns have been expressed about the potential harm a school closure would have on families and children who have special educational needs or other vulnerabilities. The Council is committed to minimising the harmful impact of any transition in conjunction with Middle Street Primary School staff and the receiving schools.

The closure of Middle Street Primary School would reduce the number of surplus primary school places in the city. Allowing surplus places to remain at current levels through inaction would directly and negatively impact the financial viability of many local schools, which in turn would have an impact on the quality and breadth of the education offered at those schools.

### **Special educational needs provision**

At Middle Street Primary School, no specialist places are specifically reserved for pupils with special educational needs.

There are currently 8 pupils (Reception to Year 5) with an Education, Health and Care Plan (EHCP), representing 11% of the school population. Pupils in Year 6 with EHCPs will be picked up through the phase transfer process to secondary school.

The Council understands that a change of setting for pupils with SEN (or for those with a range of additional needs or vulnerabilities) can often be challenging and require additional support to ensure a successful transition. All pupils with EHCPs will have an individual annual review to inform the decision about future provision. Pupils who are currently undergoing statutory assessment will see no disruption to that process. Evidence collected for pupils in advance of a formal request for statutory assessment will be made available to a receiving school.

Dedicated support from a senior SEN Casework Officer and Team Manager will oversee the transfer of pupils known to the Council's SEN service. The Council is confident that the needs of all pupils can be met within other mainstream settings, subject to updated information obtained during the annual review process.

### **Supporting transition**

A transition support group will be established, including educational psychologists and admissions staff, to assist families in selecting schools and to support pupils through transitions. This group will work closely with Middle Street Primary School staff and

staff at receiving schools to ensure the transition of pupils is managed in a child-centred, caring and considered way.

Information on pupils' needs and on strategies and interventions that work to support pupils in learning will be made available to receiving schools, and staff will be encouraged to discuss individual pupils as part of the transition process. All schools in the city will be reminded of their role in supporting the children who need to move school.

### **Travel**

Information is provided above to demonstrate that alternative school places can be provided within a reasonable distance. The Council therefore considers it will be possible to re-allocate pupils to alternative school places within a reasonable distance of Middle Street Primary School should the school close.

The Council is unable to forecast what preferences parents will have for alternative schools. Most families will be able to choose a school within a reasonable walking distance given the number of places available in nearby schools.

The Council's Home to School transport policy reflects the legislation and sets out that the Council has a duty to provide assistance with transport for children of compulsory school age between home and school if the child is under the age of 8 and lives more than two miles from their nearest suitable school, or the child is aged between 8 and 16 years and lives more than three miles from their nearest suitable school. Families may therefore be eligible for transport assistance from the Council, depending on their circumstances and once a new school place is known.

The Council will work with schools who receive pupils from Middle Street Primary School to develop their school travel plans to seek to mitigate against increased car use.

### **Sixth form provision**

Not applicable to this proposal.

### **Rural primary schools**

Not applicable — this school is not a designated rural primary school.

### **Ownership of the site**

As a community school, the site is owned by Brighton & Hove City Council.

### **Consultation**

All applicable consultation was carried out prior to publishing this full proposal.

Ward Councillors and unions were notified of the proposal to undertake a public consultation on the closure of Middle Street Primary School on 19 January 2026. Staff, parents, headteachers of all Brighton & Hove City Council schools and Academies, and the DfE Regional Director and Ofsted were informed on 20 January 2026.

A consultation document was prepared and the public consultation ran between 26 January 2026 and 9 March 2026. It was published online on the school's website and

on the Brighton & Hove City Council website, and was circulated to the parents, staff and governors of Middle Street Primary School and to Headteachers of all schools in the city via the Council's weekly Schools Bulletin.

During the consultation stage, three public meetings were held: 10 February 2026, 25 February 2026 and 4 March 2026.

### **Where and when the Statutory Notice and Full Proposal Information will be available**

Brighton & Hove City Council will publish the statutory notice for this proposal on Wednesday 8 April 2026. Within four weeks of the date of publication any person may object to or make comments on the proposal ie until 5pm on Tuesday 5 May 2026. A copy of the statutory notice is provided alongside this document.

On 8 April 2026 the full proposal information (this document plus appendices) will be sent to the following recipients:

- The Interim Executive Board of the school
- The Diocese of Chichester
- The Diocese of Arundel and Brighton
- Leader of the Council
- Local Ward Councillors
- The Member of Parliament for Brighton Pavilion
- The Secretary of State ([schoolorganisation.notifications@education.gov.uk](mailto:schoolorganisation.notifications@education.gov.uk))

It will also be published on the Brighton & Hove City Council website at [www.brighton-hove.gov.uk/schools](http://www.brighton-hove.gov.uk/schools) and on Middle Street Primary School's website.

Any person may request a copy of the full proposal information either by writing to Head of Education, Brighton & Hove City Council, Hove Town Hall, Norton Road, Hove, BN3 3BQ or by contacting the Education and Learning Service on 01273 293653 or via email on [schoolorganisation@brighton-hove.gov.uk](mailto:schoolorganisation@brighton-hove.gov.uk)

### **How to make a representation or comment on the proposal**

Any person may object or make a representation or comment on the proposal either by responding in writing to Head of Education, Brighton & Hove City Council, Hove Town Hall, Norton Road, Hove, BN3 3BQ before the closing date of 5 May 2026 or via email to [schoolorganisation@brighton-hove.gov.uk](mailto:schoolorganisation@brighton-hove.gov.uk)

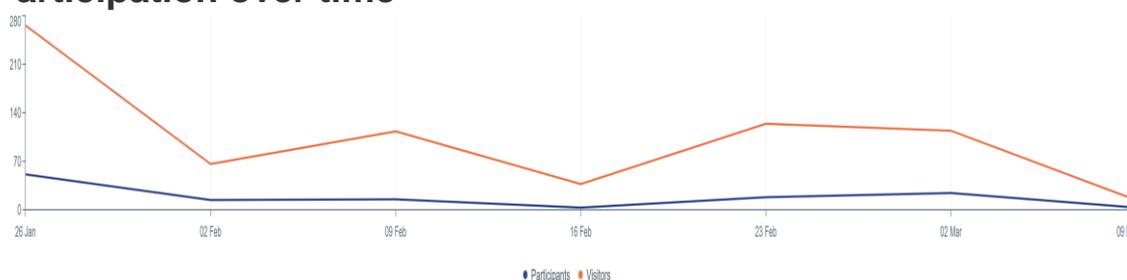
Following the closing date for representations, comments and objections, a report will be prepared for Full Council to consider and determine the proposal within 2 months, i.e. no later than 5 July 2026. At the present time it is anticipated that Full Council will make a decision on the proposal on 21 May 2026.

# Middle Street Primary School – Proposed Closure Summary of Consultation Responses

## Participation Metrics

Metric	Value
Visitors	713
Phase participants	128
Participation rate	18.0%
Surveys submitted	128
Completion rate	94.8%

## Participation over time



## Demographics & Audience

**Did you ever live in care when you were a child or young person?**

Name	Count	Distribution
Yes	1	1%
No	59	46%
Don't know	0	0%
Prefer not to say	0	0%
No answer	68	53%

## Year of birth

Name	Count	Distribution
0-9	2	2%
10-19	4	3%
20-29	5	4%
30-39	10	8%
40-49	19	15%
50-59	14	11%
60-69	12	9%
70-79	2	1%
80-89	1	1%
90+	1	1%
No answer	58	45%

## Gender

Name	Count	Distribution
Male	20	16%
Female	54	42%
Unspecified	1	1%
No answer	52	41%

## Place of residence

Name	Count	Distribution
Adelaide	0	0%
Bevendean	1	1%
Brunswick	2	2%
Central Hove	5	4%
Coldean	1	1%
Elm Grove	1	1%
Fiveways	2	1%
Goldsmid	2	1%
Hangleton	1	1%
Hanover	3	2%
Hove Park	0	0%
Hollingdean	1	1%
Hollingbury	1	1%
Kempton	3	2%
Knoll	0	0%
Marina	1	1%
Moulsecoomb	0	0%
North Laine	10	8%
North Portslade	0	0%
Patcham	0	0%
Poets' Corner	3	2%
Preston Park	5	4%
Queen's Park	1	1%

Regency	5	4%
Rottingdean	0	0%
Round Hill	2	1%
South Portslade	1	1%
<del>Stanmer</del>	0	0%
West Saltdean	0	0%
West Hill	5	4%
Westbourne	0	0%
<del>Westdene</del>	0	0%
Whitehawk	5	4%
Wish	2	1%
Woodingdean	1	1%
Somewhere else	8	6%
No answer	56	44%

## What is your age?

Name	Count	Distribution
0 to 15	0	0%
16 to 24	5	4%
25 to 34	9	7%
35 to 44	17	13%
45 to 54	23	18%
55 to 64	6	5%
65 to 74	5	4%
75 to 84	0	0%
85 plus	0	0%
Prefer not to say	1	1%
No answer	62	48%

## Are your day-to-day activities limited because of a health condition or disability which has lasted, or is expected to last, at least 12 months?

Name	Count	Distribution
Yes, a lot	5	4%
Yes, a little	8	6%
No	53	42%
Prefer not to say	4	3%
No answer	58	45%

**If you do have a health condition, illness or disability please select it from the list below**

Name	Count	Distribution
Not applicable. I do not have a health condition, illness or disability	33	26%
Autism/autistic spectrum disorder or condition	3	2%
Developmental (e.g. affecting motor, cognitive, social, language)	0	0%
Hearing (e.g. D/deaf, partial loss)	2	1%
Learning disability	0	0%
Learning difference (e.g. dyslexia, dyspraxia, ADHD)	3	2%
Long-term physical illness/health condition (e.g. cancer, diabetes)	4	3%
Mental health difference / condition (e.g. depression, schizophrenia)	1	1%
Physical difference (e.g. condition limiting basic physical activities)	1	1%
Sight (e.g. blindness, partial sight loss)	0	0%
Speech and language	0	0%
Visible difference with a disabling and/or discriminatory impact	1	1%
Prefer not to say	1	1%
Other	4	3%
No answer	76	59%

**What best describes your sex?**

Name	Count	Distribution
Female	47	37%
Male	17	13%
Prefer not to say	2	2%
No answer	62	48%

## What best describes your gender?

Name	Count	Distribution
Female	45	35%
Intersex	0	0%
Male	18	14%
Non-binary	0	0%
Other	0	0%
Prefer not to say	2	2%
No answer	63	49%

## Is your gender different from your sex assigned at birth?

Name	Count	Distribution
Yes	2	2%
No	56	44%
Prefer not to say	2	1%
No answer	68	53%

## How would you describe your ethnic origin?

Name	Count	Distribution
Asian / Asian British: Bangladeshi	0	0%
Asian / Asian British: Chinese	0	0%
Asian / Asian British: Indian	0	0%
Asian / Asian British: Pakistani	0	0%
Asian / Asian British: Other	2	2%
Black / Black British: African	0	0%
Black / Black British: Caribbean	0	0%
Black / Black British: Other	0	0%
Mixed: Asian and White	2	2%
Mixed: Black African and White	0	0%
Mixed: Black Caribbean and White	0	0%
Mixed: Any other mixed / multiple ethnic background	1	1%
White: English, Welsh, Scottish, Northern Irish, British	46	36%
White: Irish	2	1%
White: Gypsy or Irish Traveller	0	0%
White: Roma	0	0%
White: Other	7	5%
Other Ethnic Group: Arab	1	1%
Prefer not to say	2	1%
No answer	65	51%

## Which of the following best describes your sexual orientation?

Name	Count	Distribution
Asexual	2	2%
Bisexual or Bi	3	2%
Gay or Lesbian	3	2%
Heterosexual or 'straight'	50	39%
Queer	0	0%
Prefer not to say	1	1%
Other	2	2%
No answer	67	52%

## Do you currently provide unpaid care or support to family members, friends, or others because of illness, disability, mental health needs, or age-related needs

Name	Count	Distribution
Yes, I provide substantial unpaid care (20+ hours per week)	7	6%
Yes, I provide regular unpaid care (5-19 hours per week)	4	3%
Yes, I provide occasional unpaid care (less than 5 hours per week)	3	2%
No, I do not currently provide unpaid care	47	37%
Prefer not to say	4	3%
No answer	63	49%

## If you do care for someone, please state who you care for.

Name	Count	Distribution
Not applicable / I do not care for anyone	26	20%
Parent	5	4%
Child with special needs	5	4%
Partner / Spouse	0	0%
Other family member	5	4%
Friend	0	0%
Other	0	0%
No answer	88	68%

## What is your religion or belief?

Name	Count	Distribution
I have no particular religion or belief	30	23%
Buddhist	0	0%
Christian including Church of England, Catholic, Protestant and all other Christian denominations	7	5%
Hindu	0	0%
Jain	0	0%
Jewish	1	1%
Muslim	2	2%
Pagan	0	0%
Sikh	0	0%
Agnostic	2	2%
Atheist	10	8%
Other philosophical belief	2	2%
Prefer not to say	2	1%
Other religion	0	0%
No answer	72	56%

## What is your legal marital or registered civil partnership status?

Name	Count	Distribution
Never married and never registered in a civil partnership	13	10%
Married	33	26%
In a registered civil partnership	2	2%
Divorced	5	4%
Formerly in a civil partnership which is now legally dissolved	0	0%
Separated but still legally in a civil partnership	0	0%
Separated but still legally married	0	0%
A surviving member of a legally registered civil partnership	0	0%
Widowed	0	0%
Prefer not to say	2	2%

## Are you currently or have you previously served in the UK armed forces?

Name	Count	Distribution
No	58	45%
Yes, current serving or previously served in regular armed forces	1	1%
Yes, current serving or previously served in reserve armed forces	0	0%
Prefer not to say	0	0%
Other	0	0%
No answer	69	54%

## Is a member of your close family currently or have previously served in the UK armed forces?

Name	Count	Distribution
No	53	41%
Yes, current serving or previously served in regular armed forces	4	3%
Yes, current serving or previously served in reserve armed forces	1	1%
Prefer not to say	1	1%
Other	0	0%
No answer	69	54%

## Are you a refugee or asylum seeker?

Name	Count	Distribution
No	57	44%
Yes, I have been recognised as a refugee by the UK government	0	0%
Yes, I am seeking asylum	0	0%
Other	1	1%
Prefer not to say	0	0%
No answer	70	55%

## Questions

Total 128 responses

### Page 1: Your views on the proposals

127/128 responses

#### 1. Do you agree with the proposal to close Middle Street Primary School?

127/128 responses

Answer	Count
1 - Strongly disagree	98
2 - Disagree	10
3 - Neither agree <u>or</u> disagree	6
4 - Agree	5
5 - Strongly agree	8
-	1

*This document summarises the responses received through the Your Voice consultation portal and via direct email submissions. The thematic summaries below draw on responses submitted through the portal; two additional written submissions received by email and the consultation events.*

## Themes from the Consultation Portal

### 1. The school's history, ethos and educational quality.

Attendees expressed strong attachment to the school and spoke about the qualities that had led them to choose it. The small, family atmosphere, inclusive culture and the particular suitability of the environment for children with additional needs were all highlighted. Consultees noted that outcomes at the school had historically been strong and that the school had provided a high standard of education. A number of respondents reflected on family members across different generations having attended the school. The school's status as the oldest primary school in Brighton was frequently cited, and a number of respondents reflected on family connections spanning multiple generations.

The school's identity as a non-faith, secular school in a central location was also highlighted as a distinctive and valued feature, particularly by families for whom this had been an important factor in choosing it. Many respondents emphasised the school's diversity and its creative spirit as qualities that set it apart from other provision in the city, and noted that it is the only non-faith, centrally located primary school in Brighton. For a number of families these characteristics had been the decisive reason for choosing the school

### 2. The circumstances leading to the school's current position.

There was a concern that the school's situation had been caused or compounded by events within the school's recent history including protracted employment issues, high staff turnover, and the resulting periods of leadership instability rather than by any inherent unviability of the school or its community. A related but distinct concern was raised about financial oversight: consultees questioned how the school had been permitted to accumulate a significant deficit without earlier intervention, and

whether adequate monitoring had been in place at either LA or governing body level. Consultees called for acknowledgement and accountability of the Council's responsibility for its oversight and for greater transparency about the events that had led to this point.

There was also a widely held view that the consultation and closure process had been handled in a way that was rushed and poorly communicated, and that the resulting instability had itself contributed to families leaving the school, further worsening the roll position. Several respondents suggested that the Council's actions may have been short-sighted, and questioned whether the process had been conducted with a view to financial or property considerations rather than educational ones. Officers acknowledged the depth of feeling expressed and confirmed that lessons would be reflected upon.

### **3. The range of options considered.**

There were questions raised at consultation meetings as to whether all alternatives to closure had been fully explored and concern was expressed that parents had not been given sight of the options earlier in the process. Officers explained that the IEB had considered a range of options including federation, academisation and standalone models and confirmed that full details were available through the IEB's published minutes.

A number of respondents also questioned whether the timeframe over which the decision had been developed was sufficient given the significance and permanence of the outcome, and whether further time and active support might have allowed a different picture to emerge.

### **4. Impact on pupils, particularly those with SEND.**

Concerns were raised about the disproportionate impact of closure on pupils with special educational needs, and whether alternative schools would be able to replicate the level of support currently provided. Consultees requested that educational psychology support be made available to pupils during the current period of uncertainty, not only at the point of transition. More broadly, respondents highlighted the impact of the closure process on the wellbeing, mental health and educational progress of current pupils, and on the continuity of support for vulnerable families.

### **5. Communication.**

A recurring concern was that communication from both the previous headteacher and the IEB had been insufficient. Parents described feeling uninformed and, in some cases, having had to rely on social media and rumour rather than official communications. Officers acknowledged these concerns and confirmed that IEB minutes were published on the school website.

In addition to the concerns already noted, several respondents specifically highlighted the reassurance given to parents during the autumn term that closure was not imminent, followed shortly afterwards by the announcement of the proposal. This sequence of events was raised as a particular source of hurt and distrust and compounded the broader sense among some consultees that they had not been kept honestly informed.

## **6. The school's city centre location and the loss of provision for central Brighton families.**

A significant number of responses raised concerns specific to the school's location and community school status, noting that Middle Street serves families living in the city centre who depend on a school within walking distance, and that its closure, following that of St Bartholomew's CoE Primary School, represents a further reduction in accessible central provision. Concerns were also raised about the implications for young children being required to travel further, and about the additional pressure this would place on already oversubscribed neighbouring schools. A formal submission from Living Streets Brighton and Hove Group specifically addressed the active travel and sustainability dimensions of consolidating provision away from where city centre families live.

## **7. The future use of the school site.**

A distinct concern raised by several consultees related not to the closure itself but to what would follow from it. Several respondents expressed apprehension that the building would be sold for private development, and some suggested that the site's potential value may have been a factor in the decision to propose closure rather than to pursue alternatives. Calls were made for the building to be retained for community or educational use, and for transparency about the Council's intentions for the site.

## **8. Views in support of closure.**

A minority of respondents expressed support for the proposed closure. Those doing so tended to cite the school's financial unviability and low pupil numbers as the principal reasons, and some acknowledged the sadness of the situation whilst nonetheless concluding that closure was inevitable given current circumstances. The importance of ensuring the sustainability of other schools across the city was also a factor for support.

## **9. Community readiness and the potential for recovery.**

A number of respondents offered a more forward-looking perspective, contending that the conditions for a genuine recovery were now in place. They noted that the current parent community was positive, engaged and actively committed to rebuilding the school's reputation. Evidence of wider community and business goodwill was cited in support of this view, with respondents pointing to practical support already secured from local organisations as an indication of the confidence that existed in the school's potential.

Respondents in this group argued that the school's one form entry size meant that supporting its continuation would not come at a cost to other provision in the city, and that a successful recovery story could have significant value both for the school's community and for the Council's wider standing. Some expressed concern that the decision was being made before sufficient time had been allowed to test whether the school could turn its position around under the current leadership arrangements.

## **10. Local authority capability and the quality of support provided to the school.**

Concerns were raised, informally and on the basis of partial knowledge, about the adequacy of support provided by BHCC to the school in managing a complex set of circumstances over an extended period. Questions were raised about the capability

and capacity of officers to support schools facing serious employment and safeguarding matters and whether the advice and guidance available to the school had been consistent with national frameworks and sufficient to enable the school to manage the situation safely and effectively.

It was also suggested that the volume and nature of complaints experienced by the school had been exacerbated by the circumstances described, and that the school had not been given the level of support it needed to manage those complaints within other exceptional pressures.

### 3. Please let us know your connection to the school.

126/128 responses

Answer	Count
Parent/carer of a pupil at the school	39
Parent/carer of former pupil at the school	18
Local resident	18
Former pupil at the school	12
Prefer not to say	11
Former member of staff from the school	8
Member of staff at the school	6
School Governor in the city	4
Responding on behalf of an organisation	2
-	2
Prospective parent/carer	1
Councillor/Elected Representative	0
Member of staff at another city school	0
Other	7