

## Equality Impact Assessment – School Organisation Change

### ***Consultation on the potential closure of Bram Longstaffe Nursery School***

Directorate	People
Functional Area	Schools and Learning
Assistant Director Responsible for EIA	Dan Barton
Functional Area of EIA or Proposal	School Organisation

#### **Aims of the EIA**

Purpose of the EIA	To identify risks associated with the potential closure of Bram Longstaffe Nursery School
Summary of findings	<p>There are some potential negative impacts that have been identified.</p> <ul style="list-style-type: none"> <li>• Closure of the nursery will result in loss, or changes of employment for staff at Bram Longstaffe. A TUPE process is currently underway</li> <li>• Early Years' places at the nursery will be removed and alternative places will need to be found in other settings in the local area</li> </ul> <p>These issues could be reduced in their impact through the actions proposed. Any other issues identified during the consultation process will be addressed appropriately at a later stage and added to this assessment.</p>
Scope of the EIA: <ul style="list-style-type: none"> <li>• One directorate</li> <li>• Cross directorate</li> <li>• Outsourced organisation</li> </ul>	<ul style="list-style-type: none"> <li>• One Directorate – People</li> <li>• Bram Longstaffe Nursery School</li> <li>• Schools with abutting catchment areas</li> <li>• The local community</li> </ul>

## Phase 1: Gathering information

List examples of background information that you think are **relevant**. If carrying out an assessment of a proposal this section should include the data used to establish whether the proposal has an impact.

Type of information	Findings
The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013	<a href="http://www.legislation.gov.uk/ukxi/2013/3109/contents/made">http://www.legislation.gov.uk/ukxi/2013/3109/contents/made</a>
Equality Needs Analysis 2016-17	<a href="http://www.cumbria.gov.uk/equalities/">http://www.cumbria.gov.uk/equalities/</a>
Cumbria Observatory (Children's Centre Profiles)	Bram Longstaffe Nursery School is situated within the Bram Longstaffe Sure Start Children's Centre footprint and some data reported in this EIA relates to this geographical area. Children's Centre Footprint profiles can be found at: <a href="https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/">https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/</a>
Education	Ofsted Inspection Report: Dated: December 2019 Grade: Special Measures <a href="https://reports.ofsted.gov.uk/provider/20/112092">https://reports.ofsted.gov.uk/provider/20/112092</a>
Ethnicity	5.8% of all pupils are from a Black Minority Ethnic (BME) background (January 19 School Census) and there are 75 languages spoken in Cumbria's schools. Carlisle has the largest proportion of pupils who speak English as an Additional Language.
Special Educational Needs	Schools monitor pupils by category of Special Educational Need rather than disability. The population of children with different Special Educational Needs is monitored to help ensure we have the provision as well as the policies to meet these needs, thus improving equality of opportunity.
Gender	In line with national data there is an attainment gap between girls and boys at KS1 and KS2. In Cumbria in 2018, the gap between the performance of the boys and girls for reading, writing and maths combined at KS1 was 11.1 percentage points for those achieving the expected standard. For KS2 the gap was 7.7 percentage points for reading, writing and maths combined.
Social Care	The Children's Social Care service collects data on age, gender, ethnicity and disability. Issues arising from an analysis of the information include the proportion of BME and mixed race children seeking adoption compared to White British families and the supply of BME fosterers and adopters.

## Phase 2 Impacts

From the evidence above use this section to identify the risks and benefits according to the different characteristics protected by the Equality Act.

**All/general:** Any issue that cuts across a number of protected characteristics

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
<p>Overall Deprivation (Index of Multiple Deprivation, measures deprivation across seven domains as follows: Income; Employment; Education, Skills and Training; Health and Disability; Crime; Barriers to Housing and Services; and Living Environment).</p>	<p>Index of Multiple Deprivation (IMD) is from 2015. A decile of 1 refers to the 10% most deprived communities in England, while a decile of 10 refers to the 10% least deprived communities in England.</p>	<p>In relation to overall levels of deprivation, the 2015 IMD classified the area where Bram Longstaffe Nursery School is located as sitting within decile 2 (within the 10%-20% most deprived of communities in England).</p>	<p>Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policies where appropriate.</p>
<p>Geographical Barriers to Services (Sub-Domain of the Index of Multiple Deprivation, which measures physical proximity to essential services)</p>		<p>In relation to geographical barriers to services, the 2015 IMD classified the area where Bram Longstaffe Nursery School is located as sitting within decile 10 (within the 10% least deprived of communities in England).</p>	

<p>Impact on education of children from the closure at Bram Longstaffe Nursery School</p>	<p>Having been judged as requiring improvement when Ofsted inspected the school in 2017, the December 2019 inspection found the school had declined in terms of the service provided, requiring 'special measures'. The school is failing to deliver the level of service expected, and closing it will help to ensure that local children have access to better quality provision.</p>		<p>Support will be given through the process by CCC officers and HR providers.</p>
<p>Employees – potential redundancy/displacements</p>	<p>TUPE is likely to apply to permanent staff employed by Bram Longstaffe, affording some protection to staff.</p> <p>There have been a number of staffing changes over the last few years as the school has attempted to balance its budget, and whilst closure is clearly a significant step, it may bring an end to the uncertainty of the last few years.</p>	<p>Staff may face the disruption of moving to an alternative setting, and/or may not want to work elsewhere.</p>	<p>CCC officers and HR providers will work with those affected</p>
<p>Leadership and Management</p>		<p>An Ofsted judgement of Special Measures means that 'the persons responsible for leading, managing or governing are not demonstrating the capacity to secure the necessary improvement in the school'.</p>	<p>CCC officers will seek to source sufficient alternative nursery places in the local area.</p>

Transport	There are 33 other nursery providers within a 2 mile radius of Bram Longstaffe.		CCC officers will seek to source sufficient alternative nursery places in the local area.
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**Disability and health and wellbeing:** All forms of disability recognised under the Disability Discrimination Act including sensory impairment, mental health, learning disabilities, mobility related conditions, conditions such as heart disease, diabetes, and asthma. This also covers any impact on health and well being

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Children with special educational needs.	<p>Funding for children with special needs follows the child.</p> <p>The alternative provision available will be able to deliver an improved service.</p>	All children, including those with SEND, may experience some disruption on moving to new provision. The settings involved will manage the needs of affected children.	<p>Parents of those on roll at Bram Longstaffe will be canvassed and supported to find alternative provision.</p> <p>Receiving provision will be provided with full details of children's additional needs.</p>
None identified.			

### Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
None identified			

**Ethnicity:** All ethnic groups including Asian, Black, East Asian and white minority ethnic groups, including Eastern Europeans and Gypsy and Travellers.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
English as an Additional Language (EAL)	There are 75 languages spoken in Cumbrian schools.	3.4% of children in schools in Cumbria are recorded as having an EAL (January 2019 School Census). Carlisle has highest proportion of pupils with EAL at 5.0%	No action required.

### Attainment for Disadvantaged Pupils

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Educational attainment gaps	<p>For KS1 in 2018, the proportion of disadvantaged pupils achieving the expected standard in all subjects increased over the year. All increases were in excess of the national increases so, although Cumbria remains below the national on the main headline measures, the gap has narrowed for the second year running.</p> <p>For KS2 in 2018, When the disadvantaged results for pupils in Cumbria are compared with the national non-disadvantaged, the</p>	At KS1, despite increases over the year, disadvantaged pupils in Cumbria performed below disadvantaged pupils nationally in 2018. For reading (59.3%), the proportion of disadvantaged pupils achieving the expected standard remains below the national rate (62.0%). Writing is 53.6% for disadvantaged pupils in Cumbria compared with 55.0% nationally and maths is 58.6% compared with 63.0%. The equivalent figure for reading, writing and maths combined in Cumbria is 46.9%.	No action required.

	<p>gap between the disadvantaged pupils and the national non-disadvantaged pupils is wider than the national gap between the disadvantaged and non-disadvantaged pupils. This is the case for all subjects. For Reading Writing &amp; Maths combined the gap is 22.4 percentage points in Cumbria and 19.8 nationally; for Reading the gap is 17.8 in Cumbria and 15.9 nationally; for Writing 16.3 in Cumbria and 15.7 nationally; for Spelling, Punctuation &amp; Grammar 16.2 in Cumbria and 15.4 nationally; and for maths 17.2 and 16.8.</p>	<p>There is no national figure produced for reading, writing and maths combined for 2018.</p>	
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**Sexual Orientation:** including heterosexual, gay, lesbian and bisexual people

<b>Issue</b>	<b>Positive Impact or benefits</b>	<b>Negative impact or risks</b>	<b>Action Required</b>
None identified at this stage	None identified at this stage	None identified at this stage	None at this stage

**Age:** Where a person is at risk of unfair treatment because of their age group

<b>Issue</b>	<b>Positive Impact or benefits</b>	<b>Negative impact or risks</b>	<b>Action Required</b>
None identified at this stage	None identified at this stage	None identified at this stage	No action required.

**Religion/belief:** all faiths including Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism and non religious beliefs such as Humanism

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
School religious belief	None identified at this stage	None identified at this stage	No action required.

**Community Cohesion:** This is where a decision or a change to services may risk creating tensions between community groups in a local area.

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Impact on other existing educational institutions locally	Additional children will boost the budget of the receiving setting.	Potential disruption should a large number of children transfer into a single setting en masse.	Work with receiving settings once parental preferences are known.
Impact on the community	Bram Longstaffe has served the local community for many years as a valuable resource and setting. The county council is committed to retaining the building from which community services will continue to be provided.	The loss of nursery/early years provision in the area reduces parental 'choice'.  The school was the hub around which other services were situated, and its loss may lead to the loss of those other services to the area.	Work is ongoing with local service providers to ensure they can continue to operate from the Bram Longstaffe building.



### Phase 3: Action Planning

Based on actions raised in the action required box above

Area for further action	Actions proposed	Lead officer	When	Resource implications	Outcome
Consultation process	Work to identify inequality issues  Make as fair and as accessible as possible	Andy Smart	During planning stage	Possible expenditure for translation costs	Equality addressed within consultation process
Regular refresh of the EIA throughout the course of the consultation	EIA regularly updated	Neil Irving	Ongoing	None	EIA is accurate and up to date
Update EIA with new information and issues raised from consultation	Following consultation period this EIA will be refreshed to consider inequality issues raised.	Neil Irving/Andy Smart	Ongoing	Identified from issues raised	CCC pays due regard to preventing discrimination, promotes equality of opportunity and fosters good relations.
Implementation	Alternative settings to work with displaced children and families to ensure needs are met.	Marie Barnes			

## Documents appended to the Equality Impact Assessment

### Quality Assurance and EIA completion

<b>Date completed</b>	<b>February 2020</b>
<b>Lead officer</b>	<b>Andy Smart</b>
<b>Have staff been involved in developing the EIA?</b>	
<b>Have community organisations been involved?</b>	
<b>Date of next refresh</b>	<b>This EIA will be refreshed throughout the course of the school change</b>