

## Equality Impact Assessment – School Organisation Change

### ***Consultation on the potential change of age range to St Bees Village Primary 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 change of age range to St Bees Village Primary School
Summary of findings	<p>There are some potential negative impacts that have been identified.</p> <ul style="list-style-type: none"> <li>• Staffing arrangements and teacher/children ratios differ between governor-led and maintained nurseries.</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>• St Bees Village Primary 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	<a href="http://www.cumbria.gov.uk/equalities/">http://www.cumbria.gov.uk/equalities/</a>
Cumbria Observatory (Children's Centre Profiles)	St Bees Village Primary School lies in the Egremont Children's Centre Footprint. Profiles of the Children's Centre footprints 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: Good 2018  Link: <a href="https://reports.ofsted.gov.uk/provider/21/112164">https://reports.ofsted.gov.uk/provider/21/112164</a>
Ethnicity	6.3% of all pupils are from a Black Minority Ethnic (BME) background (January 2022 School Census) and there are 89 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 2019, the gap between the performance of the boys and girls for reading, writing and maths combined at KS1 was 12.1 percentage points for those achieving the expected standard. For KS2 the gap was 7.5 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

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
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).	Index of Multiple Deprivation (IMD) is from 2019. 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.  In relation to overall levels of deprivation, the 2019 IMD classified the area where St Bees Village Primary School is located as sitting within decile 10 (the 10% least deprived of communities in England). Based on the LSOA		Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policies where appropriate.
Geographical Barriers to Services (Sub-Domain of the Index of Multiple Deprivation, which measures physical proximity to essential services)		In relation to geographical barriers to services, the 2019 IMD classified the area where St Bees Village Primary School is located as sitting within decile 9 (within the 80-90% least deprived of communities in England).	
Impact on education of children from the change	Converting to a maintained nursery from a Governor-led setting will		Headteacher has confirmed the

range at the school mean	that a fully qualified teacher will be needed rather than a teaching assistant.		employment of an additional QTS from September.
Employees – change in teacher:pupil ratios	Work will be undertaken with the school to identify whether this is likely to be an issue.		CCC Early Years team will advise.
Leadership and Management	Support in establishing a maintained nursery will be given by CCC Early Years Team.		CCC Early Years.
Transport	No change		

**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.	Funding for children with special needs follows the child.	A change of routine or environment may be unsettling for some students.	Receiving provision will be provided with full details of children’s additional needs.

**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.

Positive Impact or benefits	Negative impact or risks	Action Required
English as an Additional Language (EAL)	There are 89 languages spoken in Cumbrian schools (January 2022), not including English.	3.6% of children in schools in Cumbria are recorded as having an EAL (January 2022 School Census). Carlisle has highest proportion of pupils with EAL, at 5.7%

### Attainment for Disadvantaged Pupils

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Educational attainment gaps	<p>In Cumbria, results for disadvantaged pupils at Key Stage 2 in Reading, Writing and Maths combined increased between 2018 and 2019 – up from 47.5% to 48.9%. The rate of increase in Cumbria (+1.4 percentage points) was higher than the national increase (+0.6 points).</p> <p>At a subject level, improvement was greatest for maths (+1.9 points) and spelling, punctuation &amp; grammar (+1.1 points). Although Reading results fell in Cumbria over the year (down 0.6 percentage points), this fall was much smaller than nationally (down 2.2 points).</p> <p>Reading results for disadvantaged pupils at KS2 in 2019 are above the national, but all other subjects</p>	<p>For KS1 in 2019, the proportion of disadvantaged pupils achieving the expected standard in all subjects fell over the year (down from 46.9% to 43.9%). Cumbria remains below the national on the main headline measures.</p> <p>At KS1, disadvantaged pupils in Cumbria performed below disadvantaged pupils nationally in 2019. For reading (58.8%), the proportion of disadvantaged pupils achieving the expected standard remains below the national rate (61.9%). Writing is 49.4% for disadvantaged pupils in Cumbria compared with 54.7% nationally and maths is 55.8% compared with 62.2%. The equivalent figure for reading, writing and maths combined in Cumbria is 43.9%, which is substantially below the</p>	No action required.

	below.	equivalent national figure of 49.8%.  For KS2 in 2019, the gap between the performance of disadvantaged pupils and non-disadvantaged pupils remains high and also greater than the national. For Reading Writing & Maths combined the gap is 16.9 percentage points in Cumbria and 13.6 nationally.	
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**Sexual Orientation:** including heterosexual, gay, lesbian and bisexual people

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
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

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

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

Positive Impact or benefits	Negative impact or risks	Action Required	
Impact on other existing educational institutions locally	None – the nursery is already in operation.		None
Impact on the community	The change of age range will formalise the existing nursery setting.		

### 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					
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### Documents appended to the Equality Impact Assessment

#### Quality Assurance and EIA completion

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