



Equality Impact Assessment – Proposed Closure of Captain Shaw’s CE School

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| Directorate | Children’s Services |
| Unit/Team | School Organisation |
| Assistant Director Responsible for EIA | Caroline Sutton |
| Service EIA or Proposal | Proposal to cease to maintain (close) Captain Shaw’s CE School |

Aims of the EIA

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| Purpose of the EIA | To identify risks associated with the possible closure of Captain Shaw’s CE School |
| Summary of findings | As with any proposed school closure, some negative impacts are inevitable. These focus around the potential effect on the community and also around the possibility of increased transport times and potential cost increases in relation to some of the pupils. These identified issues could be reduced in their impact by the actions proposed. Were any others to be identified during the representation period then these could be addressed appropriately at a later stage and added to this assessment. |
| Scope of the EIA: <ul style="list-style-type: none"> • One directorate • Cross directorate • Outsourced organisation | Children’s Services directorate and the surrounding communities of Captain Shaw’s CE School and abutting catchment area schools and their respective communities. |

Phase I: 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 |
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| I. Impact on education of children transferring part-way through their education. | Managing the transfer of pupils part way through their education has implications for continuity of education, teaching and learning styles. It also has impact on established friendship groups. Offsetting this is the access to a wider educational experience. |

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| 2. Assessing impact on schools receiving pupils. | Receiving schools will gain pupils and have a corresponding budget increase. It is unlikely in this case to result in employment of additional staff. Increased funding from received pupils may aid longer term security of pupil places and potentially improve the educational experience at receiving schools. |
| 3. Community wishes and requirements. | It is often the case that communities will favour a maintenance of the status-quo but declining numbers in recent years and the current low roll levels are likely to jeopardise the quality of education on offer at Captain Shaw's School. |
| 4. The Authority's and government policy on rural schools. | There is a government policy and a local authority understanding relating to rural schools that favours retention if they are educationally and economically viable. The continued educational and economic viability of Captain Shaw's School is unsustainable. |
| 5. Staffing at the school and redeployment opportunities | The school is managed on a day-to-day basis by an Executive Headteacher, currently the substantive Head of St Bega's CE School. There are no permanent, qualified teaching staff employed at the school. |

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 |
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| Transfer of pupils from Captain Shaw's CE School. | Possible increases in pupil numbers attending the receiving school(s) will increase finances and could increase opportunities to participate in group activities and sports with their peers. Will also give equality of access to education that could not be guaranteed under status quo position. | Moving pupils part way through their primary schooling could be disruptive if not managed carefully. | LA support for integration of pupils: joint events prior to the closure; close working relationship between schools to share information; single General Phase Advisor to work with |

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| <p>Transport</p> | <p>Many pupils from Captain Shaw's catchment area already attend Waberthwaite utilising spare places on Waberthwaite transport provision.</p> | <p>Pupils choosing to attend from outside Captain Shaw's catchment area whose parents already make their own transport arrangements will have further to travel. Pupils currently attending Captain Shaw's and living in the catchment area would be able to use existing transport routes to Waberthwaite School.</p> | <p>Captain Shaw's, Waberthwaite and any other receiving schools.</p> <p>Assess potential additional transport spaces required.</p> |
| <p>Small School</p> | <p>There is a greater opportunity for 1-2-1 teaching in a small school.</p> | <p>Pupils in a small school like Captain Shaw's might have an issue when transferring to secondary school with a greater number of pupils.</p> <p>Increased class sizes might have an impact on gifted and talented children with teachers unable to set work quick enough or at a correct level due to them dealing with other children</p> | |
| <p>Lake District National Park (LDNP) Preferred site allocation</p> | <p>LDNP have classed 2 areas within Bootle as preferred sites for housing. The first is on Church Lane, Bootle. This would be for 14 new affordable houses, which Impact housing have funding for. Through the population led calculation it is estimated that these 14 houses would have 3 primary age children. This development is in the Captain Shaw's</p> | <p>Closing of Captain Shaw's School might result in Bootle losing it's LDNP classification of a Rural Service Centre, however, currently LDNP has indicated it is unlikely to downgrade Bootle from Rural Service Centre to village status.</p> | <p>Work with LDNP for Bootle to retain its Rural Service Centre status.</p> <p>The LA will also work with local community on the best use of the Captain Shaw's building, including</p> |

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| | <p>catchment. The second site is on the Wellbank Camp, Bootle. The Wellbank site is larger than the Church Lane site and therefore is expected to have more housing on the site. However, there is currently no plan put forward. This development is in the Waberthwaite school catchment.</p> | | <p>possibly using the building for adult education. Also to work with the Diocese of Carlisle if they claim ownership of building, taking it from the Trustees.</p> |
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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, asthma. This also covers any impact on health and well being

| Issue | Positive Impact or benefits | Negative impact or risks | Action Required |
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| <p>Impact on pupils with special needs. (None of the schools are strategically resourced schools)</p> | <p>CCC operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment.</p> | <p>Possible issue if child has medication that needs to be administered by parent, for example diabetes injection, and the parent is unable to get to the school due to unable to drive, no car, limited public transport or cost of taxi.</p> | <p>The policy is that funding for children with special needs follows the child.</p> |

Gender, Transgender and Marital Status

| Issue | Positive Impact or benefits | Negative impact or risks | Action Required |
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| <p>Potential redundancy/ displacement</p> | <p>There will be no redundancies for teaching staff as the head teacher is currently an executive head teacher with another school. The other teaching staff is on a temporary contract until the end of the academic year of 2011/12.</p> | <p>Any redundancies that may eventually result are more likely to affect female employees to a greater extent as they are by far the largest group of employees in primary schools.</p> | <p>Work will be undertaken with the school to identify whether this is likely to be a significant issue. Any staff displaced by implementation of the proposals will be supported in seeking</p> |

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| <p>A lack of pupil numbers in certain year groups in Captain Shaw's</p> | <p>Greater pupil numbers in Waberthwaite would allow a greater opportunity for pupils to learn from each other.</p> | <p>There is only 1 boy in Year 1, and in Year 5. This might have an impact on the children's development as they would not have any peer challenge, support or socialising. It is important for children to learn from each other, with limited pupil numbers this is restricted.</p> | <p>redeployment.</p> |
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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 |
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| <p>Impact on ethnic groups</p> | <p>No impacts have been identified. From the January School Census 2011, Captain Shaw's pupils 88% were white British and 12% did not answer. While in Waberthwaite 94% were white British, 3% were mixed white and Asian and 3% were white other.</p> | <p>No negative impacts have been identified</p> | <p>None</p> |
| <p>Impact on English as an additional language</p> | <p>From the October School Census 2011 both schools have 100% children with English as their first language.</p> | <p>No negative impacts have been identified</p> | |

Sexual Orientation: including heterosexual, gay, lesbian and bisexual people

| Issue | Positive Impact or benefits | Negative impact or risks | Action Required |
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| <p>None</p> | | <p>No negative impacts have been identified</p> | <p>None</p> |

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 | | No negative impacts have been identified | |

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 |
|-----------------------------|--|--|--|
| Religious nature of schools | | Captain Shaw's is a Church of England school. Its catchment is proposed to merge with Waberthwaite which is also a Church of England school. | Options are available to parents under parental choice arrangements. |
| Distance from Church | Captain Shaw's school is currently located within walking distance of church, chapel, rectory and manse. | Pupils in Waberthwaite are unable to walk to the nearest church; it is difficult to get to. | Pupils of Waberthwaite are served by 3 different churches, with the main church being in Eskdale. The vicar from Eskdale does a weekly assembly with the children and also does an after school club every week. There is a "micro bus" or a community bus which is free to hire except for petrol which a member of staff can drive to transport children to church if this is desirable. |

Socio-Economic Status: This can include people on low incomes, as well as issues around rural and urban deprivation

| Issue | Positive Impact or benefits | Negative impact or risks | Action Required |
|--|--|---|--|
| <p>Change in accessibility of primary education provision</p> <p>Travelling to Waberthwaite school</p> | <p>Possible increases in pupil numbers attending the receiving school(s) will increase finances and could increase opportunities to participate in group activities and sports with their peers. Will also give equality of access to education that could not be guaranteed under status quo position</p> | <p>Proposed closure is likely to impact on travelling time and as a result may make it more difficult in terms of parents' interactions with their child's school. Due to the rural nature of the school and parental choice this may not always be the case.</p> <p>If a child becomes ill during the school day and a parent/guardian doesn't have a car there might be an issue getting to the school from Bootle, due to limited public transport and cost of a taxi,</p> | <p>Free transport would be provided for children to Waberthwaite School in line with the county council's home to school transport policy.</p> <p>The issue of parents being unable to access a school in an emergency – if their child becomes ill, for example, is something that affects a number of schools across Cumbria. Work will be undertaken to ascertain how other schools in the county manage this issue, with advice provided to Waberthwaite School if Cabinet approves closure proposals.</p> |

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 |
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| School closure's impact on Bootle community | Improved education for children in the area | <p>Potential impact on community services and as closing of Captain Shaw's school might result in Bootle losing it's LDNP classification of a Rural Service Centre. Officer discussion with LDNP has indicated it will not immediately downgrade Bootle from Rural Service Centre to village status, and there is no certainty that this would happen even with the closure of the school.</p> <p>Potential impact on investment on the Wellbank development site and Church Lane, Bootle. The Wellbank site and Church Lane, Bootle have been identified as a preferred site for development by the LDNP.</p> | <p>Work with LDNP to preserve Bootle as a Rural Service Centre. LA will work with LDNP and local community to secure best use resources in the village.</p> <p>Work with the Wellbank Community Enterprise Group (WCEG) for developers to understand the education opportunities available in the area.</p> |

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 |
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| Consultation process | Made as fair and accessible as possible | Andy Smart | Ongoing | Officer time | Closure of School did not take place, therefore, Actions not necessary. |

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| | Take into account any new information which arose during the consultation process and seek to mitigate any negative impacts. | Andy Smart | Ongoing | Officer time | |
| Implementation | Liaison between schools in transfer of pupils, joint events etc. | Robin Lacey | Ongoing | GPA time | |
| Transport | Assess potential additional transport spaces | Gillian Copsey | Ongoing | Officer time | |
| | Ascertain how other schools in the county manage parents being unable to be at the school due to transport difficulties during an emergency | Gillian Copsey/Robin Lacey | Ongoing | Officer/GPA time | |
| Community impact | Work with LDNP for Bootle to retain its Rural Service Centre status | Caroline Sutton | Ongoing | AD time | |
| | Work with local community on the use of Captain Shaw's building. | Charles Searle | Ongoing | Officer time | |
| | Work with the Diocese of Carlisle if they claim ownership of building, taking it from the | Caroline Sutton | Only if the Diocese of Carlisle claim ownership | AD time | |

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| Staffing | Trustees. Work with WCEG for developers to understand education opportunities in area. | School Organisation team | from the Trustees if proposed closure occurs. Ongoing | Officer time | |
| | Potential redundancy/displacements | Sonyia Curran | Ongoing | Officer time | |

Documents appended to the Equality Impact Assessment:

Quality Assurance and EIA completion

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| Date completed | March 2012 |
| Lead officer | Andy Smart |
| EIA taken through Directorate Equality Group/or DMT | |
| Have staff been involved in developing the EIA? | Indirect discussions |
| Have community organisations been involved? | Yes, via the consultation process |
| Date of latest update of EIA | 30/11/12 |