



Equality Impact Assessment – Change of age range at Armathwaite and Culgaith

Directorate	Childrens' Services
Unit/Team	School Organisation
Assistant Director Responsible for EIA	Caroline Sutton
Service EIA or Proposal	Proposal to change the age ranges at Armathwaite School from 4-8 to 4-11 and Culgaith School from 3-8 to 3-11

Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible extension of the age ranges at Armathwaite and Culgaith Schools.
Summary of findings	Some potential negative impacts have been identified during the consultation process. Those that have been identified could be reduced in their impact by the actions suggested. Should any others be identified during the Representation Period (assuming it proceeds), 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 the schools concerned.

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
1. Impact on education of children transferring mid way through curriculum key stage.	Some parents have expressed concerns about the impact of transfer on their children. National research over the years on school and/or Key Stage transfers indicates that some children can be negatively affected, though others are not. Anecdotal evidence from School Improvement Team officers in Cumbria indicates that transition can result in a dip in performance for some children.
2. Assessing impact on receiving schools.	Both receiving schools will lose pupils and, as a consequence, reduced budgets as a result of the change. This will almost certainly lead to a reduction in staff numbers. The increased numbers at Armathwaite and Culgaith Schools will provide more viable schools.
3. Community wishes and requirements.	Parents of pupils attending both Armathwaite and Culgaith have written to the Authority requesting the suggested change of age range. These have been supported by the respective Governing Bodies. On the proposed closure of these two schools in 1999, representatives of both schools put forward alternative proposals for all-through primary status. In 2005, Culgaith parents submitted a petition to the Directorate seeking such a change. In 2008, officers corresponded with parents from Armathwaite school who were seeking the provision of all-through primary status. The County Manager – School Organisation, visited both schools at their request in 2009 to discuss a change in age-range. In late 2010, three Culgaith parents wrote to the Corporate Director again asking for a change to be made. The evidence from the consultation exercises recently undertaken shows very strong support for all-through provision from the Armathwaite and Culgaith communities. Those with an interest in High Hesket and Langwathby schools strongly favour the maintenance of the status quo. Some responses received during the consultations indicated that the exercise itself had caused a degree of animosity between and within the respective communities.
4. The Authority's policy on preferring all through primary schools.	This has been a long term policy of the Authority: all through primary schools are considered to provide the best opportunity for children of primary age to access good quality education with the benefit of continuity.

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
Transfer at end of first year of KS2 study	The proposals will remove the only two schools in Cumbria where children transfer at age 8, i.e. part-way through a curriculum Key Stage. This currently disadvantages those children that, unlike their peers, are <i>required</i> to move at this stage.	<p>Likely reduction in pupil numbers attending the receiving schools could reduce opportunities to participate in group activities and sports with their peers.</p> <p>There will also be a reduction in the budgets of the receiving schools year-on-year until the proposals are fully implemented. Class structures are for schools to decide upon and budgets for schools to manage. There are many schools of similar size in the county, most of which are able to provide high standards of education whilst maintaining a balanced budget. The budget of the receiving schools would begin to be affected in the 2012-13 financial year.</p>	<p>Implementation of suggested changes.</p> <p>Build on existing cooperation between schools, encourage activities such as joint sports teams or days.</p> <p>Phased implementation of the proposals would dampen the financial impact on the current receiving schools.</p> <p>Work to be undertaken with receiving schools to determine financial impact and ensure viable class organisation structures are in place.</p>

			Potential request to Schools Forum to provide additional funding for the receiving schools to enable them to maintain staffing levels until the end of the academic year 2011-12.
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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
Impact on children with special needs. (None of the schools is a strategically resourced school for specific children with special needs.)	<p>Not having to travel further from home and move from a school at age 8 is likely to be especially beneficial to students with special needs.</p> <p>Reduction in travelling time.</p> <p>Potentially greater length of time spent in the same school as siblings.</p>	Possible preparation and staffing in place at receiving schools based on anticipated budgets following children with statements of special needs.	Funding for children with special needs follows the child. The phased transition over 3 years will enable adequate planning to be put in place to mitigate any loss of revenue (or staffing).

Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required

Female employees – potential redundancy/ displacement		Any redundancies that may eventually result are more likely to affect female employees as they are by far the largest group of employees in primary schools.	Whilst any redundancy procedure would ignore gender when determining candidates, work will be undertaken with the schools involved to identify whether this is likely to be a significant issue. We will seek to ensure that any staff displaced by implementation of the proposals are able to find alternative employment.
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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
		No negative impacts have been identified	None

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

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
		No negative impacts have been identified	None

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
Children age 8 are required to move schools	Armathwaite and Culgaith are the only two schools in the county where children are required to transfer to another school at the age of 8. Implementing the	Older children would not be allowed to transfer back, which may be contrary to parental wishes.	Fundamentally, implementation will benefit children. A phased approach will

	<p>change will mean there is no longer a need to transfer at age 8 to join peer groups that have already been established in the receiving schools. There will be no 'performance dip', which can occur as a result of the transfer. As a result, children will not be penalised simply as a result of where they live.</p>	<p>Negative financial/staffing impact at receiving schools.</p> <p>Loss of opportunities for children to expand their friendship groups, develop social skills and participate in extra-curricular activities.</p>	<p>mean that those already attending the receiving schools could not transfer into either Armathwaite or Culgaith, offering some budget protection to High Hesket and Langwathby.</p> <p>Both Armathwaite and Culgaith schools have reiterated during the consultation process that they will endeavour to work with High Hesket and Langwathby respectively to offer, for example, joint residential visits, in order that children will still have opportunities to socialise outside of their immediate peer groups/communities.</p>
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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
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Armathwaite is a community school and High Hesket is Church of England. Both Culgaith and Langwathby are CE Schools.	The extension of Armathwaite to an all-through primary school allows parents to choose a non denominational, all-through primary school, which is not currently available locally.	None	None. Parents could still opt to send their children to a CE school at reception age if that is their preference. Implementing the proposals widens the choices available.
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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
Change in accessibility of primary education provision	<p>Parents and children will find it easier to access and create allegiance to one rather than two schools during their child's primary education. The preferred school is likely to be closer to home easing both travelling time and difficulties in terms of parents' interactions with their child's school.</p> <p>There will also be a requirement for less home to school transport, with a financial benefit to the Local Authority.</p> <p>There will be more opportunities for children to walk/cycle to their local school.</p>	None identified	<p>None</p> <p>Consultation meetings on the suggested change took place close to where parents live i.e. in each school.</p> <p>A range of options for responding to the consultations was provided, and the level of response indicates a good level of accessibility.</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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Community effects.	The development of two small rural schools within their communities can only be beneficial in terms of community cohesion. Parents have repeatedly asked the Authority to consider the proposed change. The evidence from the consultation exercises shows very strong support for all-through provision from the Armathwaite and Culgaith communities.	Those with an interest in High Hesket and Langwathby schools strongly favour the maintenance of the status quo. Some responses received during the consultations indicated that the exercise itself had caused a degree of animosity between and within the respective communities.	Both Armathwaite and Culgaith schools reiterated during the consultation process that they will endeavour to work with High Hesket and Langwathby respectively to offer, for example, joint residential visits, in order that children will still have opportunities to socialise outside of their immediate peer groups/communities.
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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	<p>Make as fair and accessible as possible.</p> <p>Take into account any new information arising during the consultation</p>	<p>Andy Smart</p> <p>Andy Smart and heads of schools involved</p>	<p>February 2011</p> <p>Ongoing</p>	None	<p>Many of those associated with the receiving schools felt that the document was biased in favour of a change.</p>

<p>Implementation</p> <p>Potential request to Schools Forum to provide additional funding for the receiving schools to enable them to maintain staffing levels until the end of the academic year 2011-12. Incl other funding actions.</p> <p>Joint residential visits, in order that children will still have opportunities to socialise outside of their immediate</p>	<p>process and seek to mitigate any negative impacts.</p> <p>Phased over 3 years</p>	<p>To be confirmed following restructure.</p>		<p>Additions and reductions in budgets, staff and other resources can be introduced gradually reducing risk of redundancy or other adverse impact.</p>	<p>A report from Finance went to the 1 December 2011 Schools Forum meeting – item 6.</p> <p>It was agreed that all schools affected by the change of age range at Armathwaite / Culgaith would be allocated additional funding.</p> <p>Culgaith and Yanwath Schools had a joint residential visit for their Y3/4 pupils in the summer – which was a great success. They plan to repeat – but probably not on an annual basis because of</p>
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<p>peer groups/communities.</p> <p>Whilst any redundancy procedure would ignore gender when determining candidates, work will be undertaken with the schools involved to identify whether this is likely to be a significant issue. We will seek to ensure that any staff displaced by implementation of the proposals are able to find alternative employment.</p>					<p>costs. They are looking at alternative options for other years, including extended day trips, or sleep-overs in the hall or on the school field.</p> <p>Armathwaite has not participated in any joint activity specifically with High Hesket, but children from both schools attend activities run by High Hesket football and Armathwaite Brownies, and the school is participating in the area's Transition Choir.</p> <p>There have been no redundancies at Armathwaite, Culgaith and High Hesket Schools. Langwathby School has sustained minimal redundancy costs due to the change of age range at High Hesket School.</p>
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Documents appended to the Equality Impact Assessment:

Quality Assurance and EIA completion

Date completed	March 2011
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?	No
Date of latest update of EIA	051212