



Equality Impact Assessment – Proposed Amalgamation of Fairfield Infant and Fairfield Junior Schools

| | |
|--|--|
| Directorate | Children's Services |
| Unit/Team | School Organisation |
| Assistant Director Responsible for EIA | Caroline Sutton |
| Service EIA or Proposal | Proposal to amalgamate Fairfield Infant and Fairfield Junior Schools, Cockermouth. |

Aims of the EIA

| | |
|---|---|
| Purpose of the EIA | To identify risks associated with the possible amalgamation of Fairfield Infant and Junior Schools, with the potential discontinuance of Fairfield Junior School, change of age range and enlargement of the school premises at Fairfield Infant School, to be achieved by the current Fairfield Infant School taking over the premises of the current Fairfield Junior School. |
| Summary of findings | In respect of the proposals only two potential negative impacts have been identified. These focus around the discontinuance of a school and the potential effect on the children's education and the possibility of staff redundancies. These identified issues could be reduced in their impact by the actions proposed. Were any others to be identified during the consultation process 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 Fairfield Infant and Fairfield Junior Schools 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 |
|--|--|
| 1. Impact of school closure. | Any change to a school can impact on the quality of education. Offsetting this is the access to a wider educational experience. |
| 2. Assessing impact on schools. | The amalgamation of the two schools would mean the duplication of some roles across the two schools would be avoided allowing for a greater proportion of available funding to be spent directly on teaching and learning. |
| 3. Community wishes and requirements. | Amalgamation of the schools would meet parent's expectations that their child/ren would have continued education throughout their primary education. Fairfield Infant and Fairfield Junior Schools approached the LA to carry out the consultation. The schools carried out an informal consultation, during their discussions towards the possibility of becoming an academy, with governors, pupils and the community which has been predominantly in favour of an all-through 3-11 primary school. Therefore, there is an appreciation of issues and rational approach regarding community wishes. The outcome of the consultation exploring academy conversion brought the school communities to the decision that this was not something they wished to pursue but instead to move towards amalgamation as an all-through community primary school to replace the separate infant and junior schools. This is in line with the local authority stated preference for all-through primary schools. |
| 4. The Authority's and government policy on all-through primary 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 amalgamation of infant and junior schools on the same site into a new primary school does not fall under this policy. |
| 5. Staffing at the school and redeployment opportunities | There may be some redundancies should the Cabinet decide to pursue the 'amalgamation' of the Fairfield schools, although efforts would be made to redeploy any staff affected. The Headteacher of Fairfield Junior School is planning to retire in the |

| | |
|--|--|
| | summer of 2013 which would give added protection for the incumbent Headteacher. Possible professional development opportunities for staff within an all-through environment would be enhanced. Teachers would be able to teach across the full primary range and therefore gain broader experiences. |
|--|--|

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 |
|---|---|--|--|
| Discontinuance of Fairfield Junior School change of age range and enlargement of the school premises at Fairfield Infant School, to be achieved by the current Fairfield Infant School taking over the premises of the current Fairfield Junior School. Impact on schools. | This would meet parent's expectations that their child/ren would have continued education throughout their primary education. Continuity of experience for children, with no need to transfer to a 'new' school at the end of Key Stage 1 Shared consistent vision and values across the school Consistent engagement with parents across the primary phase, with no need to transfer information at the end of Key Stage 1. Expertise within the whole school can be better targeted across the full age range. Combination of roles and services allowing more resources to be spent directly on teaching and learning. Professional development opportunities for staff within all-through environment | Any change to a school can impact on the quality of education. | Full consultation on proposed proposal. Consultation meetings on the proposed change have taken place in the school. A range of ways for responding to the consultations was provided to make it easier to do so. Support to the schools to be provided by the General Adviser. |

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 pupils with special needs. (None of the schools are a strategically resourced school) | Cumbria County Council (CCC) operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment. | At Fairfield Infant School 8.5% of children have been identified as having Special Educational Needs (SEN) At Fairfield Junior School 10.8% of children have been identified as having a SEN. | The policy is that funding for children with special needs follows the child. |

Gender, Transgender and Marital Status

| Issue | Positive Impact or benefits | Negative impact or risks | Action Required |
|-----------------------------------|---|---|---|
| Potential redundancy/displacement | The planned retirement of the Headteacher of Fairfield Junior School in the summer 2013, would give added protection for the incumbent Headteacher. | The shadow governing body, a combination of the governing bodies from Fairfield Infant and Junior Schools set up to oversee the amalgamation process, have completed a staffing structure for the new planned school. Only one post has been identified at being at risk, a clerk to the governors. | Any staff displaced by implementation of the proposals will be supported in seeking redeployment or alternative employment. |

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 |
|-------------------------|---|--|-----------------|
| Impact on ethnic groups | No impacts have been identified. From the January School Census 2012, Fairfield Infant School's pupils 81% were white | No negative impacts have been identified | None |

| | | | |
|---|---|--|--|
| Impact on English as an additional language | British, 17.8% are Black or Minority Ethnicity (BME) and 1.6% did not answer. While in Fairfield Junior School 91.4% are white British, 6.2% are BME and 2.6% did not answer. No impacts have been identified. From the January School Census 2012, Fairfield Infant School has 6.3% of pupils have English as an additional language (EAL). While in Fairfield Junior School 2.2% of pupils have EAL. | No negative impacts have been identified | |
|---|---|--|--|

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

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

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 | No negative impacts have been identified. Fairfield Infant and Junior Schools are Community Schools. Within Cockerthorpe there are a range of religious natured schools, including All Saints' Church of England Primary School and St Joseph's Catholic Primary School. | No negative impacts have been identified | None |

| | | | |
|--|--|--|--|
| | Options are available to parents under parental choice arrangements. | | |
|--|--|--|--|

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 primary education provision to an all-through school. | 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 amalgamation of infant and junior schools on the same site into a new primary school does not fall under this policy. The local authority has a preference for all-through primary schools. | No negative impacts have been identified | Consultation meetings on the proposed change have taken place in the school. A range of ways for responding to the consultations was provided to make it easier to do so. |
| Provision of primary education | School budgets are largely based on pupil numbers. The amalgamation of the two schools would mean the duplication of some roles across the two schools being avoided, allowing for a greater proportion of available funding being spent directly on teaching and learning. | Any change to a school can impact on the quality of education. | Advice to the schools to be provided by Cumbria Council Finance team. |

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 |
|--------------------|--|--|-----------------|
| Community effects. | Improved education for the children in the area. Continuity of experience for children, with no need to transfer to a 'new' | No negative impacts have been identified | None |

| | | | |
|--|--|--|--|
| | <p>school at the end of Key Stage 1</p> <p>Consistent engagement with parents across the primary phase, with no need to transfer information at the end of a key stage</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 |
|--|---|---|-------------------------------|--|--|
| Consultation process | <p>Make as fair and accessible as possible.</p> <p>Take into account any new information arising during the consultation process and seek to mitigate any negative impacts.</p> | <p>Owen David</p> <p>Owen David</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Officer Time, Consultation, Translation costs</p> | <p>Consultation process was fair and accessible. Outcome of consultation was presented to the 14 March Cabinet where they resolved the publication of statutory notices.</p> |
| Support to the schools to be provide by the General Adviser. | <p>GA to work with school during transition. Management through Transition handbook available on portal and school organisation website.</p> | <p>Sam Dever with Heads / GBs of schools.</p> | <p>Ongoing</p> | | <p>Monthly STMG meetings have taken place with the schools.</p> |
| SEN provision & funding | <p>Ensure that funding for children with special needs follows the child.</p> | | <p>Ongoing</p> | <p>Officer time</p> | <p>Funding for children is a statutory requirement and is assessed on a</p> |

| | | | | | |
|---|--|---------------------|---------|--------------|--|
| Religious nature of schools | Ensure all local schools, parents & community are involved in consultation. | Owen David | Ongoing | Officer time | year by year basis. Neither school is a strategically resourced school. |
| Work with the schools to identify issues. Any staff displaced by implementation of the proposals will be supported in seeking alternative employment. | HR Team to work with school during transition and where possible redeploy staff. Advice to the schools to be provided by Cumbria Council Finance team. | HR (Gillian Martin) | Ongoing | Officer time | All relevant consultees were included in the consultation. The CE Diocese expressed that they agreed the principals of amalgamation. STMG meetings have taken place monthly with the schools. |
| Provision of primary education funding | | Helen Hamilton | Ongoing | Officer time | STMG meetings have taken place monthly with the schools. |

Documents appended to the Equality Impact Assessment:

Quality Assurance and EIA completion

| | |
|--|--------------|
| Date completed | October 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? | No |
| Date of latest update of EIA | 15 April 2013 |