

Equality Impact Assessment – School Organisation Change

Consultation on the proposed opening of Maryport Church of England Primary School

Directorate	Children's Services
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 amalgamation of Maryport Infant and Maryport CE Junior School
Summary of findings	<p>There are two potential negative impacts identified.</p> <ul style="list-style-type: none"> • The potential disruption to pupils' education through the discontinuance of one school and the extension of age range at another. • Possible staff redundancies. <p>These identified issues could be reduced in their impact through the actions proposed. Any other impacts 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"> • One directorate 	<ul style="list-style-type: none"> • One Directorate – Children's Services • Maryport Infant and Maryport Junior schools

<ul style="list-style-type: none"> • Cross directorate • Outsourced organisation 	<ul style="list-style-type: none"> • Schools with abutting catchment areas • The local community
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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	http://www.legislation.gov.uk/uksi/2013/3109/contents/made
Equality Needs Analysis 2016-17	http://www.cumbria.gov.uk/equalities/
Cumbria Observatory (Children's Centre Profiles)	Maryport Infant School and Maryport Junior School are situated within the West Allerdale 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: https://www.cumbriaobservatory.org.uk/childrens-centre-footprint-profiles/
Education	Ofsted Inspection Report: Maryport Infant School Dated: February 2018 Grade: Good https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112135 Maryport Junior School Dated: December 2017 Grade: Good https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112274
Ethnicity	5.3% of all pupils are from a Black Minority Ethnic (BME) background (January 17 School Census) and there are 76 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 2017, the gap between the performance of the boys and girls for reading, writing and maths combined at KS1 was 11.5 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 and the supply of BME fosterers and adopters.
Staffing and redeployment opportunities.	Work will be undertaken with the schools to identify whether this is likely to be a significant issue. Any staff displaced by implementation of the proposals will be supported in seeking alternative employment.

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;		In relation to overall levels of deprivation, the 2015 IMD classified the area where Maryport Infant and Maryport Junior Schools are located as sitting within decile 3 (within the 20-30%	

Education, Skills and Training; Health and Disability; Crime; Barriers to Housing and Services; and Living Environment).	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.	most deprived of communities in England).	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 2015 IMD classified the area where Maryport Infant and Maryport Junior Schools are located as sitting within decile 8 (within the 70-80% least deprived of communities in England).	
Impact on education of children from the discontinuance of one school and extension to age range of the other school	Continuity of transition between Key Stages as the new all-through school is established.	As the schools will continue to operate in the same building with largely the same staff, changes should be kept to a minimum.	Support will be given through the process by CCC officers and HR providers.
Employees – potential redundancy/displacements		Work will be undertaken with the schools to identify whether this is likely to be a significant issue. Any staff displaced by implementation of the proposals will be supported in seeking alternative employment	CCC officers and HR providers will work with those affected
Leadership and Management	Guidance for governors on the constitution of the amalgamated schools.		No action required.
Transport	The amalgamation will not		No action required.

	generate any additional transport for the pupils.		
Reception area for the amalgamated school	Combined reception area to replace the existing separate reception areas for parents/visitors to the school.		CCC to cost works to remedy.

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 follow the child.	On average 14.7% of children in school have SEN (January 2017 School Census). In the January 2017 School Census, 12.3% of children in Maryport Infant and Maryport Junior Schools were classed as having SEN.	No action required.
An educational attainment gap between those pupils with SEN and those without varies in Cumbria between level, subject and location.	In 2017, pupils in Cumbria with SEN EHCPs or statements achieving the expected standard in reading, writing and maths combined at KS1 (7.0%) was equivalent to the national (7.6%). For non-SEN pupils, the Cumbria figure was 68.9% compared to 71.7% in the whole country. For KS2, the proportion of pupils with EHCPs/statements achieving the expected standard in reading, writing and maths combined was 9.1% in	There is a significant gap between the performance of children with SEN and those without SEN. At KS1, those with any SEN achieved 12.2% in RWM combined in 2017 compared with 71.7% for non-SEN in the country as a whole. The gap between Cumbria SEN and national non-SEN is 59.5% compared with 54.2% in England. Those with SEN support (13.4%) achieved significantly below their national peers (19.1%).	No action required.

	Cumbria in 2017, compared with 8% nationally. Non-SEN results are equivalent to the national (71.1% in Cumbria and 70% in England).	At KS2, those with any SEN achieved 16.3% in RWM combined, compared with 71.1% for non-SEN pupils. The gap between Cumbria SEN and national non-SEN is 54%, compared to a gap of 52% for the country as a whole. As with KS1, the percentage of those on SEN Support achieving the benchmark was lower than the national (17.9% compared with 20% in the country as a whole).	
Stairs in corridor between the two schools hampering disabled access.		Access needs to be improved for wheelchair users.	CCC to cost works to remedy.

Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Gender Attainment Gaps	<p>At KS1, the performance of both boys and girls has improved between 2016 and 2017 across all KS1 subjects.</p> <p>At KS2, the performance of both boys and girls has improved between 2016 and 2017 across all KS1 subjects.</p>	At KS1, the girls outperform the boys in all subjects in 2017, although both boys and girls are below England averages in all subjects. For reading, the gap between the boys and the girls is 9.8 percentage points, for writing it is 15.1 and for maths it is 2.4.	No action required.

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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English as an Additional Language (EAL)	There are 76 languages spoken in Cumbrian schools.	3.0% of children in schools in Cumbria are recorded as having a EAL (January 2017 School Census). Carlisle has highest proportion of pupils with EAL at 5.0%	No action required.
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Attainment for Disadvantaged Pupils

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Educational attainment gaps	<p>For KS1 in 2017, the proportion of disadvantaged pupils achieving the expected standard in all subjects increased significantly over the year. All increases were significantly in excess of the national increases so, although Cumbria remains below the national on the main headline measures the gap has narrowed substantially over the last year.</p> <p>For KS2 in 2017, When the disadvantaged results for pupils in Cumbria are compared with the national non-disadvantaged, Cumbria's results in 2017 compare very favourably with the country as a whole. For all subjects, the gap between the disadvantaged pupils and the national non-disadvantaged pupils is lower than the national non-disadvantaged. This is particularly the case for:</p>	At KS1, despite increases over the year, disadvantaged pupils in Cumbria performed below disadvantaged pupils nationally in 2017. For reading (58.0%), the proportion of disadvantaged pupils achieving the expected standard remains below the national rate (62.8%). Writing is 47.4% for disadvantaged pupils in Cumbria compared with 53.8% nationally and maths is 56.3% compared with 61.9%. The equivalent figures for reading, writing and maths combined are 43.0% and 48.7%	No action required.

	Reading Writing & Maths combined (18.8 percentage point gap in Cumbria and 19.8 gap nationally); Reading (14.1 gap in Cumbria and 17.1 gap nationally); and Writing (13.9 gap in Cumbria and 15.1 gap nationally). The gap between disadvantaged pupils and national non-disadvantage for SPAG and maths is broadly equivalent to the national gap.		
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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	There are currently no options for those wanting a Church of England		No action required.

	infant education. This will be resolved by the creation of a new Church of England primary school.		
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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	Children will still be able to transfer in or out of the new school at the infant/junior change.		No action required.
Impact on the community	The additional option of having an infant Church of England education will be available.		

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	Ongoing	Identified from issues raised	CCC pays due regard to preventing discrimination, promotes equality of opportunity and fosters good relations.
Implementation					

Documents appended to the Equality Impact Assessment

Quality Assurance and EIA completion

Date completed	
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