

## Equality Impact Assessment – School Organisation Change

### ***Consultation on the proposed expansion of Mayfield 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 expansion of Mayfield School
Summary of findings	<p>There is one potential negative impact identified.</p> <ul style="list-style-type: none"> <li>• An imbalance in the staff to pupil ratio due to an increased pupil intake</li> </ul> <p>This identified issue could be reduced in its 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"> <li>• One directorate</li> <li>• Cross directorate</li> <li>• Outsourced organisation</li> </ul>	<ul style="list-style-type: none"> <li>• One Directorate – Children's Services</li> <li>• Mayfield School</li> <li>• Special 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/2013/3110/contents/made">http://www.legislation.gov.uk/ukxi/2013/3110/contents/made</a>
Equality Needs Analysis 2016-17	<a href="http://www.cumbria.gov.uk/equalities/">http://www.cumbria.gov.uk/equalities/</a>
Cumbria Observatory (Children's Centre Profiles)	Mayfield School is situated within the North Whitehaven 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: <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:  Mayfield School Dated: February 2018 Grade: Outstanding <a href="https://reports.ofsted.gov.uk/provider/25/112464">https://reports.ofsted.gov.uk/provider/25/112464</a>
Ethnicity	5.8% of all pupils are from a Black Minority Ethnic (BME) background (January 19 School Census) and there are 75 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 2018, the gap between the performance of the boys and girls for reading, writing and maths combined at KS1 was 11.1 percentage points for those achieving the expected standard. For KS2 the gap was 7.7 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 school to identify whether there are any additional staffing needs due to the potential increased intake.

## 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 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.	In relation to overall levels of deprivation, the 2015 IMD classified the area where Mayfield School is located as sitting within decile 5 (within the 40-50% 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		In relation to geographical barriers to services, the 2015 IMD classified the area where Mayfield	

of Multiple Deprivation, which measures physical proximity to essential services)		School is located as sitting within decile 7 (within the 60-70% least deprived of communities in England).	
Impact on education and care of children from the potential increased intake	Increased opportunities for those with complex and severe needs.	Staff to pupil ratios will need monitoring by management at the school.	Support will be given through the process by CCC officers and HR providers.
Employees – potential redundancy/displacements			It is not envisaged that this will apply.
Leadership and Management	Guidance for governors on the statutory process to implement expansion.		CCC officers advising.
Transport	The expansion could potentially reduce transport for the additional pupils.		No action required.

**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 14.8% of children in school have SEN (January 2019 School Census).	No action required.
An educational attainment gap between those pupils with SEN and those without varies in Cumbria	In 2018, pupils in Cumbria with SEN EHCPs or statements achieving the expected standard in reading, writing and maths combined at KS1 (11.0%) was significantly above the national (7.5%). For non-SEN pupils, the	There is a significant gap between the performance of children with SEN and those without SEN. At KS1, those with any SEN achieved 18.9% in RWM combined in 2018 compared with 73.8% for non-SEN in the	No action required.

<p>between level, subject and location.</p>	<p>Cumbria figure was 71.6% compared to 73.8% in the whole country.</p> <p>For KS2, the proportion of pupils with EHCPs/statements achieving the expected standard in reading, writing and maths combined was 10.4% in Cumbria in 2018, compared with 8.6% nationally. Non-SEN results are equivalent to the national (73.8% in Cumbria and 73.7% in England).</p>	<p>country as a whole. The gap between Cumbria SEN and national non-SEN is 54.9% compared with 55.0% in England. Those with SEN support (20.2%) improved significantly over the year and are now equivalent to their national peers (20.7%).</p> <p>At KS2, those with any SEN achieved 21.2% in RWM combined, compared with 73.8% for non-SEN pupils. The gap between Cumbria SEN and national non-SEN is 53%, compared to a gap of 53% for the country as a whole. The percentage of those on SEN Support achieving the benchmark was slightly lower than the national (23.3% compared with 24% in the country as a whole), whilst those with an EHCP (10.4%) was above the national (9%).</p>	
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### 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 2017 and 2018 across all KS1 subjects.</p> <p>At KS2, the performance of both boys and girls has improved</p>	<p>At KS1, the girls outperform the boys in all subjects in 2018. Where both boys and girls were below England averages in all subjects in 2017, the significant improvements over the year mean that the performance of both boys</p>	No action required.

	between 2017 and 2018 across all KS1 subjects.	and girls is equivalent to the national in most subjects. For reading, the gap between the boys and the girls is 10 percentage points, for writing it is 15 and for maths it is 3.	
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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
English as an Additional Language (EAL)	There are 75 languages spoken in Cumbrian schools.	3.4% of children in schools in Cumbria are recorded as having a EAL (January 2019 School Census). Carlisle has highest proportion of pupils with EAL at 5.0%	No action required.

#### Attainment for Disadvantaged Pupils

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Educational attainment gaps	For KS1 in 2018, the proportion of disadvantaged pupils achieving the expected standard in all subjects increased over the year. All increases were in excess of the national increases so, although Cumbria remains below the national on the main headline measures, the gap has narrowed for the second year running.  For KS2 in 2018, When the	At KS1, despite increases over the year, disadvantaged pupils in Cumbria performed below disadvantaged pupils nationally in 2018. For reading (59.3%), the proportion of disadvantaged pupils achieving the expected standard remains below the national rate (62.0%). Writing is 53.6% for disadvantaged pupils in Cumbria compared with 55.0% nationally and maths is 58.6% compared with	No action required.

	<p>disadvantaged results for pupils in Cumbria are compared with the national non-disadvantaged, the gap between the disadvantaged pupils and the national non-disadvantaged pupils is wider than the national gap between the disadvantaged and non-disadvantaged pupils. This is the case for all subjects. For Reading Writing &amp; Maths combined the gap is 22.4 percentage points in Cumbria and 19.8 nationally; for Reading the gap is 17.8 in Cumbria and 15.9 nationally; for Writing 16.3 in Cumbria and 15.7 nationally; for Spelling, Punctuation &amp; Grammar 16.2 in Cumbria and 15.4 nationally; and for maths 17.2 and 16.8.</p>	<p>63.0%. The equivalent figure for reading, writing and maths combined in Cumbria is 46.9%. There is no national figure produced for reading, writing and maths combined for 2018.</p>	
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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.
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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
School religious belief	None identified at this stage.	None identified at this stage.	No action required.

**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 the community	The potential expansion will increase opportunities for those with complex and severe disabilities in the local community.	None identified at this stage.	No action required.

### 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	Andy Smart	During planning stage	Possible expenditure for translation costs	Equality addressed within consultation process

	accessible as possible				
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

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