

## Equality Impact Assessment – School Organisation Change

### ***Proposed discontinuance of Ravenstonedale Endowed School and re-designation of catchment area***

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|--|----------------------|
| Directorate                            | Children's Services  |
| Functional Area                        | Schools and Learning |
| Assistant Director Responsible for EIA | Caroline Sutton      |
| Functional Area of EIA or Proposal     | School Organisation  |

#### **Aims of the EIA**

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| Purpose of the EIA   | To identify risks associated with the potential closure of Ravenstonedale School.   |
| Summary of findings  | The negative impacts arising from the proposal will be the possible community issues as a result of the closure of a rural school and the increased transport times and associated costs for children who are displaced. 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. |
| Scope of the EIA: <ul style="list-style-type: none"> <li>• One directorate</li> <li>• Cross directorate</li> </ul> | One Directorate – Children's Services   |

- Outsourced organisation

## 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 2007 | <a href="http://www.legislation.gov.uk/uksi/2007/1288/contents/made">http://www.legislation.gov.uk/uksi/2007/1288/contents/made</a>  |
| Equality Needs Analysis 2013-14  | <a href="http://www.cumbria.gov.uk/equalities/default.asp#&amp;slider1=2">http://www.cumbria.gov.uk/equalities/default.asp#&amp;slider1=2</a>  |
| Cumbria Observatory (Children's Centre Atlas)  | Ravenstonedale School is situated within the South Eden Sure Start Children's Centre footprint and some data reported in this EIA relates to this geographical area. The Children's Centre Atlas can be found at:<br><a href="http://www.cumbriaobservatory.org.uk/instantatlas/CC_ATLAS_SINGLE_MAP/data.xml">http://www.cumbriaobservatory.org.uk/instantatlas/CC_ATLAS_SINGLE_MAP/data.xml</a> |
| School Funding Reform: Next steps towards a fairer system                              | <a href="https://www.gov.uk/government/publications/school-funding-reform-next-steps-towards-a-fairer-system">https://www.gov.uk/government/publications/school-funding-reform-next-steps-towards-a-fairer-system</a>  |
| School funding reform: Arrangements for 2013-14  | <a href="https://www.gov.uk/government/publications/school-funding-reform-arrangements-for-2013-to-2014">https://www.gov.uk/government/publications/school-funding-reform-arrangements-for-2013-to-2014</a>  |
| Education  | Ofsted Inspection Report,<br><br>Ravenstonedale Endowed School<br>Dated: April 2014 Grade: Special Measures  |

|                           |   |
|---------------------------|---|
|                           | <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a>  |
| Ethnicity                 | <p>4.4% of all pupils are from a Black Minority Ethnic (BME) background (January 14 School Census) and there are 69 languages spoken in Cumbria's schools. Carlisle has the largest proportion of pupils who speak English as an Additional Language (4% of all pupils) (January 14 School Census). In terms of educational attainment BME pupils compare well with White British pupils.</p> <p>Gypsy Roma and Traveller (GRT) pupils underperform compared to all other ethnic groups in terms of attainment at Key Stage 2. Previous work with GRT families has led to an increase in the numbers attending nursery provision and primary schools.</p> <p>With the increasing diversity of the population in Cumbria the demand for interpreters and translators has increased. This had resulted in difficulties around meeting statutory deadlines for first assessments, due to the lack of locally trained and approved interpreters. This is a particular issue for services that have a statutory requirement to provide an interpreter. Action has been taken by using the Managing Impacts of Migration Fund to train a body of local interpreters, and to renegotiate the service level agreement with the council's supplier of interpreters to ensure that they source and train interpreters from Cumbria. This action has improved the responsiveness of the service and will continue to be monitored.</p> |
| 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, KS2 and KS4. Countywide in KS4 5+ A*-C including English and mathematics there is a 13.3% between girls and boys (2013/14 results)   |
| 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   |

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|  | 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  |
|--|---|---|--|
| Barriers to services (Deprivation Indicator)<br><br>Impact on education of children transferring part- | The latest data available for barriers to services deprivation indicator is from 2010. Rank 1 indicates the most/highest level of deprivation | In 2010 the area where Ravenstonedale School is located was ranked 455 out of 32,482 in England, 14 out of 322 in Cumbria and 5 out of 36 in Eden, where 1 is most deprived.<br><br>There are currently no children in the school. Managing the transfer of pupils part way through their | Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policies where appropriate.<br><br>Support will be given through the process |

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| way through their education. |   | 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. | by CCC officers.    |
| Leadership and Management    | Governor Support Team will work closely with Ravenstonedale School. |   | 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 16.8% of children in school have SEN (January 2014 School Census).<br><br>In the January 2014 School Census, 8% of children in Ravenstonedale School were classed as having SEN. However, since this census was completed there are now 0 children within the school. | No action required. |
| An educational attainment gap between those pupils with SEN | This is monitored through the School Improvement Team.<br><br>Pupils in Cumbria with SEN but | There is a gap between children with SEN but without a statement and those without SEN at KS1 (2014 results). In reading the percentage of   | No action required. |

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| and those without varies in Cumbria between level, subject and location. | without a statement achieving level 2 or above in KS1 teacher assessments outperform the England average (2014 results). In reading, 68% of Cumbria children achieved level 2 or above compared to 64% nationally, in writing Cumbria achieved 60% compared to 54% nationally and in Maths Cumbria achieved 79% compared to 73% nationally. | children with SEN achieving level 2 or above in KS1 teacher assessments was 68% compared to 97% of all pupils, in writing SEN pupils achieved 60% compared to 96% of all pupils and in Maths SEN pupils achieved 79% compared to 98% of all pupils. |  |
|--|---|---|--|

### Gender, Transgender and Marital Status

| Issue  | Positive Impact or benefits   | Negative impact or risks   | Action Required                            |
|--|---|--|--|
| Gender Attainment Gaps                         | In Cumbria both boys and girls outperform national levels of level 2B or above in KS1 teacher assessment in (63% Cumbrian boys, 62% boys nationally, Cumbrian girls 79%, 77% girls nationally). Cumbrian girls outperform national levels in KS1 Maths (83% Cumbrian girls, 82% girls nationally). (2014 results) | Girls are out-performing boys in Cumbria achieving level 2B or above in KS1 teacher assessment. In Cumbria in Maths boys achieved 78% compared to the girls 83%, in reading boys achieved 76% compared to girls 85% and in writing boys achieved 63% compared to the girls 79%. (2014 results) | No action required.                        |
| Employees – potential redundancy/displacements | 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  |  | CCC officers will work with those affected |

|  |                                   |  |  |
|--|-----------------------------------|--|--|
|  | in seeking 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     |
|---|---|---|---------------------|
| Educational attainment gaps             | <p>This is monitored through the School Improvement Team.</p> <p>Pupils achieving level 2 or above KS1 teacher assessment, Black and Mixed ethnicity pupils outperform the Cumbrian average in reading. While children of Black ethnicity outperform the Cumbria average in writing and maths (2014 results).</p> | <p>Pupils achieving level 2 or above KS1 teacher assessment the Cumbrian average is outperforming children of Asian ethnicity in reading, writing and maths. While children of mixed ethnicity are outperformed by the Cumbria average in writing and maths (2014 results).</p> | No action required. |
| English as an Additional Language (EAL) | <p>There are 69 languages spoken in Cumbrian schools.</p>   | <p>Information taken from October 2013 pupil census.</p> <p>2.3% of children in schools in Cumbria are recorded as having a EAL (January 2014 School Census). Carlisle has highest proportion of pupils with EAL at 4%</p>  | No action required. |

**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 | Ravenstonedale Endowed School is a voluntary controlled non-denominational school. |                          | No action required. |

**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     |
|--|---|---|---------------------|
| Free School Meals (FSM) Eligibility and attainment gap | Awareness of issues -action will be taken in accordance with CCC policy where appropriate.<br><br>This is monitored through the School Improvement Teams. | 13.6% of children in all primary schools in Cumbria are recorded as being eligible for FSM. 88.9% of children in LA Maintained primary schools across Cumbria actually took up FSM. | 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 other existing educational institutions locally | As funding is linked to pupil numbers, those receiving additional pupils will experience a resultant increase in funding. This could help to ensure the sustainability of these schools and potentially improve the educational experience of the children in them.                     | Additional travel time due the closure of Ravenstonedale may make it harder for parents to be involved in any alternative school.  | Monitor and work with the existing educational institutions locally.  |
| Impact on the community                                   | <p>Displacement of pupils to the surrounding schools will provide a broad, sustainable educational experience and may allow improved opportunity for group/sports engagement with their own peer group.</p> <p>Ravenstonedale is a designated conservation area and service centre.</p> | <p>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 Ravenstonedale School is not sustainable, nor is it likely to be in the foreseeable future.</p> <p>The governing body of Ravenstonedale School approached the LA to carry out the consultation. There are parents involved in the governing body. There is therefore an appreciation of issues and rational approach regarding community wishes.</p> | Monitor and work with the community through the consultation process. |

### Phase 3: Action Planning

Based on actions raised in the action required box above

| <b>Area for further action</b>                                       | <b>Actions proposed</b>  | <b>Lead officer</b>        | <b>When</b>            | <b>Resource implications</b>               | <b>Outcome</b>   |
|--|--|----------------------------|------------------------|--|--|
| Consultation process   | Work to identify inequality issues<br><br>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   | Transition of children to alternative schools  | Andy Smart<br>Headteachers | After Cabinet decision | Possible transport                         | Pupils are relocated and catchment areas are redefined.  |

### **Documents appended to the Equality Impact Assessment**

### **Quality Assurance and EIA completion**

|  |                      |
|--|----------------------|
| <b>Date completed</b>                                  | <b>November 2014</b> |
| <b>Lead officer</b>                                    | <b>Andy Smart</b>    |
| <b>Have staff been involved in developing the EIA?</b> | <b>Yes</b>           |

|  |  |
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| <b>Have community organisations been involved?</b> | <b>Yes</b>   |
| <b>Date of next refresh</b>                        | <b>This EIA will be refreshed throughout the course of the school change</b> |
| <b>Signed off by Director/Assistant Director</b>   | <b>Yes</b>   |