



Equality Impact Assessment – School Organisation Change

Proposed discontinuance of Southfield Technology College and Stainburn School & Science College and the presumption of a new academy in Workington

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

Purpose of the EIA	This EIA will identify risks associated with a possible closure of Southfield Technology College and Stainburn School & Science College and the presumption (creation) of a new academy in Workington. The new secondary school for Workington will be an academy; in accordance with the Education and Inspections Act 2006 section 6A, there is a presumption that any new school will be an academy.
Summary of findings	There are some negative impacts identified both in the process to be undertaken, and arising from the proposal itself. Those that have been identified could be reduced in their impact by the actions suggested. Were any others to be identified during the process, then these will 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 	One Directorate – Children’s Services

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	http://www.legislation.gov.uk/ukxi/2007/1288/contents/made
Guides for local authorities, proposers and governing bodies Making changes to a maintained mainstream school (other than expansion, foundation, discontinuance & establishment proposals)	http://www.education.gov.uk/aboutdfe/statutory/g00213197/maintained-mainstream-school-changes
Equality Needs Analysis 2013-14	http://www.cumbria.gov.uk/equalities/default.asp#&slider1=2
Cumbria Observatory (Children’s Centre Atlas)	Both Stainburn School & Science College and Southfield Technology College are situated with the Workington 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:

	http://www.cumbriaobservatory.org.uk/instantatlas/CC_ATLAS_SINGLE_MAP/data.xml
School Funding Reform: Next steps towards a fairer system	https://www.gov.uk/government/publications/school-funding-reform-next-steps-towards-a-fairer-system
School funding reform: Arrangements for 2013-14	https://www.gov.uk/government/publications/school-funding-reform-arrangements-for-2013-to-2014
Education	<p>Ofsted Inspection Report,</p> <p>Stainburn School & Science College Dated: 15/01/2014 Grade: Special Measures</p> <p>Southfield Technology College Dated: 15/01/2014 Grade: Special Measures</p> <p>www.ofsted.gov.uk</p>
Ethnicity	<p>4.1% of all pupils are from a Black Minority Ethnic (BME) background (January 13 School Census) and there are 61 languages spoken in Cumbria's schools. Carlisle has the largest proportion of pupils who speak English as an Additional Language (5.9% of all pupils) (October 13 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 the demand for interpreters and</p>

	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.
Racial Incidents and bullying	Schools have reported racial incidents since 2005. These have provided valuable information on the effects of addressing race relations in school settings. Evidence has shown that racial incidents increased during 2006-8 as reporting became more reliable and has declined since. Over 90% of schools routinely submit reports, and cases show that schools have increased their understanding of how to address racism.
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 KS 1, KS2 and KS4. Countywide in KS4 5+ A*-C including English and mathematics there is a 14.08% between girls and boys (2012/13 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 and the supply of BME fosterers and adopters. An inquiry into a child death in Cumbria in 2005 advised better cultural awareness and equality training of the children's workforce, and this work is being completed.
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)	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 Stainburn School & Science College is located was ranked 251st out of 322 in Cumbria and 50th out of 60 in Allerdale. In 2010 the area where Southfield Technology College is located was ranked 178th out of 322 in Cumbria and 37th out of 60 in Allerdale.	Awareness of issues -action will be taken in accordance with Cumbria County Council (CCC) policies where appropriate
Leadership and Management	Governor Support Team will work closely with Southfield and Stainburn schools.		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	Funding for children with special	18.7% of children in care in Cumbria	No action required.

special educational needs.	needs follow the child.	<p>are recorded as having a disability.</p> <p>There are 36 secondary schools within Cumbria; on average 17% of children in a school have SEN (January 2013 School Census).</p> <p>In Stainburn School & Science College 20.5% of children in the school have SEN.</p> <p>In Southfield Technology College 62.9% of children in the school have SEN. This is the highest in the whole of Cumbria, the only school to have over 40% of children with SEN, the second highest percentage is 39.2%.</p>	
An educational attainment gap between those pupils with SEN and those without varies in Cumbria between level, subject and location.	<p>This is monitored through the School Improvement Team.</p> <p>In Cumbria the percentage gap of those achieving 5+ A*-C inc English & mathematics at GCSE between those with SEN and no SEN has reduced over the last 3 years, from 16.47% in 2010/11, to 15.85% in 2011/12, to 15.42% in 2012/13.</p>	<p>2.6% of children in Cumbria aged 0-16 are entitled to Disability Living Allowance.</p> <p>In Cumbria the percentage gap of those achieving 5+ A*-C at GCSE between those with SEN and no SEN has grown over the last 3 years, from 47.73% in 2010/11, to 50.49% in 2011/12, to 49.84% in 2012/13.</p>	No action required.

Gender, Transgender and Marital Status

Issue	Positive Impact or benefits	Negative impact or risks	Action Required
Gender Attainment Gaps		<p>In line with national data there is an attainment gap between girls and boys at KS4.</p> <ul style="list-style-type: none"> • Countywide in KS4 5+ A*-C including English and mathematics there is a 14.08% between girls and boys. • Countywide in KS4 A*-C in English there is a 19.84% gap between girls and boys. • Countywide in KS4 English Baccalaureate there is a 11.87% gap between girls and boys. <p>Stainburn School & Science College's gender attainment gap is;</p> <ul style="list-style-type: none"> • KS4 5+ A*-C including English and mathematics there is a 18.5% between girls and boys. 	No action required.

		<ul style="list-style-type: none"> • KS4 A*-C in English there is a 30% gap between girls and boys. • KS4 English Baccalaureate there is a 11.7% gap between girls and boys. <p>Southfield Technology College's gender attainment gap is;</p> <ul style="list-style-type: none"> • KS4 5+ A*-C including English and mathematics there is a 20.8% between girls and boys. • KS4 A*-C in English there is a 20.6% gap between girls and boys. • KS4 English Baccalaureate there is a 9.7% gap between girls and boys. 	
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 in seeking alternative employment		TUPE regulations will apply. CCC officers will work with those affected

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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Educational attainment gaps	<p>This is monitored through the School Improvement Team.</p> <p>BME pupils outperform the Cumbrian average with an attainment gap of 2.7%.</p>	<p>BME numbers are too small in Stainburn School & Science College and Southfield Technology College to carry out any comparisons to identify attainment gaps.</p>	No action required.
Ethnicity	<p>4.1% pupils enrolled in all maintained schools and academies across the county are from BME backgrounds</p> <p>Awareness of issues -action will be taken in accordance with CCC where appropriate</p> <p>.</p>	<p>Carlisle has highest proportion at 6% followed by South Lakeland with 5.6% (January 2013 School Census).</p> <p>Stainburn School & Science College has 1.8% of BME children.</p> <p>Southfield Technology College has 2.3% of BME children.</p>	No action required.
English as an Additional Language (EAL)	<p>There are 61 languages spoken in Cumbrian schools.</p>	<p>Information taken from October 2013 pupil census.</p> <p>3.7% of children in schools in Cumbria are recorded as having a EAL.</p> <p>Carlisle has highest proportion of pupils with EAL at 5.9%</p> <p>Stainburn School & Science College has 9 children with EAL.</p> <p>Southfield Technology College has 1</p>	No action required.

		child with EAL (January 2013 School Census).	
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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	Neither school are of a specific religious belief. There is also a Roman Catholic high school (St Joseph's) in Workington		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	Awareness of issues -action will be taken in accordance with CCC policy	13.7% of children in schools in Cumbria are recorded as being	No action required.

and attainment gap	<p>where appropriate.</p> <p>This is monitored through the School Improvement Teams.</p>	<p>eligible for FSM. 11.9% of children in schools across Cumbria actually take up FSM.</p> <p>Stainburn School & Science College has 12.3% of children eligible for FSM, with 8.8% take up.</p> <p>Southfield Technology College has 20.9% of children eligible for FSM, with 19.6% take up. (January 2013 School Census).</p> <p>The attainment gap between those with FSM and those without in Cumbria is 34%.</p> <p>In Stainburn School & Science College the attainment gap is 46.7%.</p> <p>In Southfield Technology College the attainment gap is 24%.</p>	
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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	None identified at this stage.		Monitor and work with the existing educational institutions locally.

Impact on the community	The creation of a new academy will potentially provide new community facilities and new school setting will provide opportunity for a fresh and enhanced learning environment to better match the needs of students.	Likely to be a significant impact on the community with the closure of 2 secondary schools within the town and the creation of a new academy.	Monitor and work with the community through the consultation process.
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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	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	Andy Smart	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	Andy Smart	Ongoing	Identified from issues raised	CCC pays due regard to preventing discrimination, promotes equality of

	inequality issues raised.				opportunity and fosters good relations.
Suitability of site, buildings and facilities	Discussions with Property Unit	Andy Smart Area Officer	Ongoing	Expenditure of new build	If decision is made to create a new academy the build process will be overseen by CCC Property Unit

Documents appended to the Equality Impact Assessment

Quality Assurance and EIA completion

Date completed	14 Jan 2014
Lead officer	Andy Smart
Have staff been involved in developing the EIA?	Yes
Have community organisations been involved?	Yes
Date of next refresh	This EIA will be refreshed throughout the course of the school change
Signed off by Director/Assistant Director	Yes