



Equality Impact Assessment – Proposed Amalgamation of St Mary’s CE Nursery & Infant School and Windermere CE Junior School

Directorate	Children’s Services
Unit/Team	School Organisation
Assistant Director Responsible for EIA	Caroline Sutton
Service EIA or Proposal	Proposal to amalgamate St Mary’s CE Nursery & Infant School and Windermere CE Junior School

Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible amalgamation of St Mary’s CE Nursery & Infant School and Windermere CE Junior School. This would be achieved through the closure of both schools and the formation of a combined primary school using the existing school buildings (following the commencement of section 37 of the Education Act 2011 DfE guidance it is possible to establish certain new schools, including voluntary aided schools, without the consent of the Secretary of State).
Summary of findings	The closure of both schools to form an all-through primary could have a potential effect on children’s education from the schools. These issues could be reduced through the actions proposed below. Should further issues be identified through the consultation process then they could be addressed appropriately 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 St Mary’s CE Nursery & Infant School and Windermere CE Junior School and abutting catchment area schools and their respective communities.

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
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 and enhanced continuity of education.
2. Assessing impact on schools.	Amalgamation could reduce duplication of roles and resources between the two schools. This would allow a greater proportion of available funding to be spent directly on teaching and learning.

3. Community wishes and requirements.	The governing bodies of the two schools, supported by the Diocese of Carlisle, approached Cumbria County Council and expressed their decision to consult on possible amalgamation. The potential amalgamation would guarantee continuity of education through the primary phase, meeting parental expectations of a seamless transition. Meetings between the two schools involving representatives of the governing bodies, staff and parents have provided a consensus for moving the process forward to publish formal statutory proposals.
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 into a new primary school does not fall under this policy. The local authority has a preference for all-through primary schools.
5. Staffing at the school and redeployment opportunities.	It is stated in the consultation document (written by the two governing bodies and the Diocese of Carlisle) that 'all staff.....will become part of the expanded school...' Staffing is the responsibility of the governing bodies. The Headteacher of Windermere CE Junior School left at the end of the academic year 2011/12, since when the Headteacher of St Mary's CE Infant School has been acting as Executive Head. Possible professional development opportunities could be enhanced for staff within an all-through environment. Teachers would be able to teach across the full primary range and therefore gain broader experience of line management.

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
Closure of St Mary's CE Nursery & Infant School and Windermere CE Junior School to allow formation of all-through primary school	Continuity of education across the primary phase would be in line with parent's expectations. It would help improve parental support throughout a child's primary life as well as providing a seamless transition for pupils. Information transfer between key stages could be potentially smoother. Shared consistent vision and values across the school could be facilitated. Expertise within the whole school can be better targeted across the full age range. Duplication of roles and resources across the two schools could be rationalised allowing		Full consultation on the amalgamation proposal. Consultation meetings on the proposed changes took place in the schools 17 October 2013. A range of ways for responding to the consultations was provided. Statutory proposals are to be published on 10

	more resources to be spent directly on teaching and learning. Professional development opportunities for staff within all-through environment would expand.	Any change to a school can impact on the quality of education.	January 2013 starting a 6 week representation period. Support to the schools to be provided by the General Adviser.
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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. (Neither of the schools are a strategically resourced school)	CCC operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment.	In St Mary's CE Infant School 0% of children have been statemented as having Special Educational Needs (SEN) whilst Windermere CE Junior has 2.9% with statements of 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 Headteacher of St Mary's Infant has been acting as Executive Head over the two schools since the end of the academic year 2011/12. It is stated in the consultation document (written by the two governing bodies and the Diocese of Carlisle) that 'all staff....will become part of the expanded school...' Staffing is the responsibility of the governing bodies.		Work will be undertaken to support the governing bodies and staff of the two schools during the transition period. .

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, in St Mary's CE Infant School 92.3% pupils were white British	No negative impacts have been identified	None

Impact on English as an additional language	and 7.7% Black or Minority Ethnicity (BME). While in Windermere CE Junior School 91.7% are white British, 7.8% are BME and 0.5% did not answer. No impacts have been identified. From the October School Census 2012, St Mary's CE Infant School has 4.5% of pupils have English as an additional language (EAL). While in Windermere CE Junior School 5.9% of pupils have EAL.	No negative impacts have been identified	
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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		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. St Mary's Infant and Windermere Junior are both Church of England schools. There is also a Roman Catholic and a community school in Windermere.	No negative impacts have been identified	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 schools 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 should take place in the school. A range of ways for responding to the consultations will be

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.	provided. Support to the schools to be provided by Cumbria Council Finance team.
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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
Community effects.	Improved educational experience for the children in the area. Continuity of education for children, providing a smooth transition between key stages. Consistent engagement with parents across the primary phase, with no need to transfer information at the end of a key stage	No negative impacts have been identified	None

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	Made as fair and accessible as possible. Taken into account any new information arising during the consultation process and seek to mitigate any negative impacts.	Governing Bodies (GBs) of schools GBs of schools	Ongoing Ongoing		
Statutory proposals	Due to be published 10 January 2013	GBs of schools			
Support to the schools	GA to work with school	Gerry Ball with	Ongoing	Officer time	A Schools Management

to be provided by the General Adviser.	during transition. Management through Transition handbook available on portal and school organisation website.	Heads / GBs of schools.			Transition Group (SMTG) has now been set up at the school and is meeting monthly.
SEN provision & funding	Ensure that funding for children with special needs follows the child.	Helen Hamilton	Ongoing	Officer time	SMTG meeting monthly
Religious nature of schools	Ensure all local schools, parents & community are involved in consultation.	GBs of schools	Ongoing		
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.	HR	Ongoing	Officer time	SMTG meeting monthly
Provision of primary education	Support to the schools to be provided by Cumbria Council Finance team.	Helen Hamilton	Ongoing	Officer time	SMTG meeting monthly

Documents appended to the Equality Impact Assessment:

Quality Assurance and EIA completion

Date completed	December 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	April 2013