



## Equality Impact Assessment – Proposed Change of Age Range at Ulverston CE Infant School

Directorate	Children's Services
Unit/Team	School Organisation
Assistant Director Responsible for EIA	Caroline Sutton
Service EIA or Proposal	Proposal to change the age range of Ulverston CE Infant School to 4 to 11 from the present 4 to 7

### Aims of the EIA

Purpose of the EIA	To identify risks associated with the possible change of age range which is being proposed by the school Governing Body and the Diocese of Carlisle.
Summary of findings	The change of age range at Ulverston CE Infant School to become an all-through primary school could have a potential effect on children's education and access to places not only at Ulverston CE Infant School, but also in the surrounding schools and the wider area. 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"> <li>• One directorate</li> <li>• Cross directorate</li> <li>• Outsourced organisation</li> </ul>	Children's Services directorate. The surrounding communities of Ulverston CE Infant School and other primary age schools in the area and their respective communities.

## Phase I: 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 change of age range to full primary.	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 in Ulverston	Expanding the age range of Ulverston CE Infants' will provide continuity of primary education for children attending the school (the nearest CE schools offering Key Stage 2 are Pennington and Penny Bridge, both outside the town). This change would have the effect of reducing numbers in Key Stage 2 at Sir John Barrow where the majority of children have transferred to in the past. A reduction in intake (PAN) at Ulverston CE Infants will be required in order to accommodate the additional Key Stage 2 pupils, as no additional space will be provided. This will result in a number of children having to seek places at an alternative school. The reduction would leave sufficient places across the town in the foreseeable future, but the majority of these would be in the south at Croftlands. (There would, however, be an opportunity for the Reception PAN at Sir John Barrow to be increased, as space will not be required in the future for an additional intake into Year 3 should the Ulverston CE Infant proposal be approved.) If Ulverston CE Infant PAN dropped to 15, and all other PANs remained as they are, then across the town surplus places would fall to 3 for Sept 2013, 0 in Sep 2014 and 6 in Sep 2015 (historically 10-15 children per year seek places in out of town schools).
3. Assessing the impact on out-lying schools	Pennington CE School is 1.8 miles from Ulverston CE Infant School and Penny Bridge CE School is 3.5 miles away. Current numbers on roll show that both schools have children from the Ulverston/Sir John Barrow catchment area. Pennington takes approximately 5 children per year from the town whilst Penny Bridge takes around 3 (although this can vary greatly from 0 to 8 per year). There is little evidence to suggest that there are large numbers of children that seek out these two schools after finishing their infant phase at Ulverston rather than attending Sir John Barrow. With the reduction of PAN at Ulverston CE Infant School those seeking a CE primary education may look toward Pennington and Penny Bridge. Pennington tends to fill to capacity from its own and the surrounding areas and would likely remain at 200-210 pupils. Penny Bridge also attracts children from the Leven Valley area and has a current roll of 103. Should the increase in PAN at Sir John Barrow cause some children not to choose

<p>4. Community wishes and requirements.</p> <p>5. The Authority's and government policy on all-through primary schools.</p> <p>6. Staffing at the school and redeployment opportunities.</p>	<p>out-lying schools, historical data shows that many applicants to those schools live towards the periphery of the Ulverston/Sir John Barrow area and are likely to continue to apply to Pennington and Penny Bridge schools.</p> <p>The governing body of the school states that 'feedback from parents over the last few years' has informed them that those parents wish their children to remain at the school through Key Stage 2 and that there is no other CE provider for this Key Stage within Ulverston town. This is borne out by the response to consultation.</p> <p>The local authority has a preference for all-through primary schools.</p> <p>The change of age range is unlikely to lead to any staff redundancies in Ulverston CE Infant School. 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.</p> <p>The reduction of numbers at Key Stage 2 in Sir John Barrow School could potentially lead to staff redundancies in this school, though an increase in Reception PAN would potentially offset the loss of the existing Key Stage 2 intake.</p>
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## 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
Change of age range at Ulverston CE Infant School to provide an all-through primary school	Continuity of education across the primary phase would be in line with parents' expectations. It would help improve parental support throughout a child's primary career as well as providing a seamless transition for pupils. Information transfer between key stages could be potentially smoother.	Any change to a school can impact on the quality of education.  Numbers at Key Stage 2 in Sir John Barrow School will be reduced as formerly the majority of Ulverston CE Infant children transferred there. This could result in the need to reduce staff	Full consultation on the amalgamation proposal. Consultation meetings on the proposed changes should take place in the schools.  A range of ways for

	<p>Shared consistent vision and values across the school could be facilitated.</p> <p>Expertise within the whole school can be better targeted across the full age range.</p> <p>Professional development opportunities for staff within all-through environment would expand.</p>	<p>levels.</p> <p>The reduction in intake (PAN) at Ulverston Infants from the current level of 30 to 15-18 will result in a number of children needing to seek a school place in an alternative school in future, though no pupils currently on roll at the school would be displaced as a result of the proposed change.</p>	<p>responding to the consultations will be provided.</p> <p>Support to the schools to be provided by the General Adviser.</p>
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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. (The school is not a strategically resourced school)	CCC operates an inclusive policy relating to special needs children and endeavours to keep them in a mainstream education environment.	Ulverston CE Infant School has 20% of children with special education needs.	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	There are unlikely to be redundancies in Ulverston CE Infant School as a result of the change of age range proposed.	A reduction of the number of children attending Sir John Barrow at Key Stage 2 as a result of the age range extension proposal may lead to job losses at this school – the majority of primary school employees are female.	Work will be undertaken to support Ulverston CE Infant School and those surrounding it should the proposal be pursued.

**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 Ulverston CE Infant School 100% of pupils were white British.	No negative impacts have been identified	None
Impact on English as an additional language	No impacts have been identified. From the October School Census 2012, no pupils have English as an additional language (EAL).	No negative impacts have been identified	

**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 school	The extension of Ulverston CE Infant age range will offer a Church of England based alternative for Key Stage 2 education in the town. There is also a Roman Catholic primary school and a community infant and junior school in the	No negative impacts have been identified	Options are available to parents under parental choice arrangements.

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**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 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 provided.
Provision of primary education	School budgets are largely based on pupil numbers.	Any change to a school can impact on the quality of education. Currently Reception intake across the town of Ulverston is sufficient to provide places for all children in the town (some choose to attend schools outside the town). Should Ulverston Infants reduce their PAN to 15, and other PANs remain as they are, then surplus places available in the town will be limited. This may cause more children to seek places in Croftlands or out-lying schools. Sir John Barrow already operates at, or very close to, its current PAN, as does St Mary's Catholic Primary School, though there would be scope to increase the Reception PAN at Sir John Barrow.	Support to the schools to be provided by Cumbria Council Finance team.

**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.	<p>Improved educational experience for the children in the area.</p> <p>Continuity of education for children, providing a smooth transition between key stages.</p> <p>Consistent engagement with parents across the primary phase, with no need to transfer information at the end of a key stage</p>	The lower PAN at Ulverston CE Infant School will reduce the number of places available for entry to Reception in the town, which may be seen by parents as a reduction in available choice. However, the removal of a Year 3 intake at Sir John Barrow would give scope for the Reception PAN at the school to be increased, which may mitigate against any perceived reduction in choice.	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	<p>Make as fair and accessible as possible.</p> <p>Take into account any new information arising during the consultation process and seek to mitigate any negative</p>	<p>GB of school</p> <p>GB of school</p>	<p>Ongoing</p> <p>Ongoing</p>		Cabinet agreed proposal on 11 April – end of call in period 19 April 2013

Support to the school to be provided by the General Adviser.	impacts. GA to work with school during transition. Management through Transition handbook available on portal and school organisation website.	Marie Barnes with Heads / GBs of schools.	Ongoing	Officer time	
SEN provision & funding	Ensure that funding for children with special needs follows the child.	Helen Hamilton	Ongoing	Officer time	
Religious nature of school	Ensure all local schools, parents & community are involved in consultation.	GB of school	Ongoing		
Work with the school 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	
Provision of primary education	Support to the schools to be provided by Cumbria Council Finance team.	Helen Hamilton	Ongoing	Officer time	

<b>Documents appended to the Equality Impact Assessment:</b>
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<b>Quality Assurance and EIA completion</b>
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<b>Date completed</b>	December 2012
<b>Lead officer</b>	Andy Smart
<b>EIA taken through Directorate Equality Group/or DMT</b>	
<b>Have staff been involved in developing the EIA?</b>	Indirect discussions
<b>Have community organisations been involved?</b>	No
<b>Date of latest update of EIA</b>	<b>April 2013</b>